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Student interaction in the implementation of the jigsaw technique in language teaching

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Document Version

Publisher's PDF, also known as Version of record

Publication date:

2011

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Tamah, S. M. (2011). *Student interaction in the implementation of the jigsaw technique in language teaching*. [Thesis fully internal (DIV), University of Groningen]. [s.n.].

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Appendix 1: K-W-L**K-W-L**

K-W-L instructional technique created by Ogle (1986) is going to be used in this reading class. The idea behind it is that your teacher activates your prior knowledge by asking you what you already know about the topic to be discussed. Then you set goals specifying what you want to learn. After reading, you discuss what you have learned.

Ogle's (1986) original K-W-L is a bit modified to suit the nature of the group work designed in this class.

As the name suggests, K-W-L is composed of three stages.

K stands for **Know**.

List what you know or what you think you know about the topic. This advanced organizer provides you with a background to the new material, building a scaffold to support it. Think of it as a pre-reading inventory.

- Brainstorm before looking at the text.
- Record these in the **K** section of your K-W-L worksheet until you cannot think of more.

W stands for **Want**

The second stage is to list a series of questions or thoughts of what you want to know more of the subject.

- After individual silent reading of the text, list the important ideas that you find. Prepare what you want to check or to discuss with your friends.
- List them by importance (related to Main idea(s), Inferences and Facts). List the things you're hopeless for so that you can ask your friends later in the discussion time.
- Engage your group in a discussion about what you write. Learn more from your friends. Check if your understanding of the text is correct. You can also clear up misperceptions about the topic which might have shown up in the **K** section.

L stands for **Learned**

The Learned (L) component helps your self-assessment on what has been learned in order to consolidate the new learned knowledge through explicit articulation.

The final stage is to list what important information you have learned. This is the stage of metacognition: checking to see if you get the correct understanding after your group discussion. It will be helpful to make three or four comprehension questions. These questions will be used later to check if team members have understood the main points or as anticipation of what might be on the quiz.

In the classroom, you will be provided with modified K-W-L worksheets which are intended to assist you in your group work. It can guide you in reading and understanding a text.

Adapted from Ogle's (1986) K-W-L teaching model.

Appendix 2: Individual Worksheet 1 (for Expert Team)

| INDIVIDUAL WORKSHEET 1 (for Expert Team) | |
|--|---|
| <u>K-W</u> WORKSHEET | |
| Reading text title: _____ | Student name: _____ |
| Expert team: 1 / 2 / 3 / 4A / 4B | Role: Captain/ Secretary/ Time Keeper/ Speaker/ Encourager |
| 1) WHAT I (THINK) I <u>K</u>NOW (<u>K</u>) _____ _____ WHAT I (THINK) I WILL <u>K</u>NOW (<u>K</u>) AFTER READING THE TEXT _____ _____ | |
| 2) WHAT I <u>W</u>ANT TO KNOW OR CHECK (<u>W</u>) (Write also for instance <u>line 3</u> and/or parts of the sentences) | |
| a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT _____ _____ | |
| b. Related to INFERENCES (IMPLIED INFORMATION) _____ _____ _____ _____ _____ | |
| c. Related to FACTUAL INFORMATION _____ _____ _____ _____ _____ | |
| d. I don't understand the following parts: (Write, for instance, <i>Line 6 "... the ones she gave me."</i> to show that you want to get assisted with the meaning of " <i>the ones she gave me</i> " _____ _____ _____ _____ | |

Adapted from Ogle's (1986) K-W-L teaching model.

Appendix 3: Group Worksheet (for Expert Team)

| GROUP WORKSHEET (for Expert team) | |
|---|---|
| <u>S-E</u> WORKSHEET | |
| Reading text title: _____ | Student names: _____ |
| Expert team: 1 / 2 / 3 / 4 / 5 | <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> |
| <p>1) WHAT WE WILL <u>SHARE</u> IN THE HOME TEAM (<u>S</u>)</p> <p>a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT</p> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <p>b. Related to INFERENCES (IMPLIED INFORMATION)</p> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <p>c. Related to FACTUAL INFORMATION</p> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> | |
| <p>2) WHAT <u>EVIDENCE</u> (<u>E</u>)</p> <p>Go back to part 1 and make sure you have written, for instance, <u>line 3</u> and/or parts of the sentences.</p> <p>3) 3-4 comprehension questions (to be used later in the home team to check if your team members have understood the main points of your sharing or expert presentation):</p> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> | |

Adapted from Ogle's (1986) K-W-L teaching model.

Appendix 4: Individual Worksheet for Home Team

| INDIVIDUAL WORKSHEET (for Home Team) | |
|--|--|
| <u>K</u> WORKSHEET | |
| Reading text title: _____ Home team name: _____ | Student name: _____ Role: Captain / Secretary / Time Keeper/ Speaker |
| WHAT I <u>K</u>NOW AFTER MY TEAM MEMBERS' SHARING (<u>K</u>) (One part will be empty as it is your own part) | |
| Part A: | |
| a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT _____ | |
| b. Related to other parts (INFERENCES and FACTS) _____ _____ | |
| Part B: | |
| a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT _____ | |
| b. Related to other parts (INFERENCES and FACTS) _____ _____ | |
| Part C: | |
| a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT _____ | |
| b. Related to other parts (INFERENCES and FACTS) _____ _____ | |
| Part D: | |
| a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT _____ _____ | |
| b. Related to other parts (INFERENCES and FACTS) _____ _____ | |
| or the whole parts: _____ _____ _____ _____ | |

Adapted from Ogle's (1986) K-W-L teaching model.

Appendix 5: Group Worksheet for Home Team

| GROUP WORKSHEET (for Home Team) | |
|--|----------------------|
| <u>K</u> WORKSHEET | |
| Reading text title: _____ | Student names: _____ |
| Home team name: _____ | _____ |
| <p>1) WHAT WE WILL <u>KEEP</u> FOR THE QUIZ OR REPORT (<u>K</u>)</p> <p>a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>b. Related to INFERENCES</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>b. Related to FACTS</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2) Comprehension questions that might appear on the quiz:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | |

Adapted from Ogle's (1986) K-W-L teaching model.

Appendix 6: Course Outline

READING 2 Course Outline
Odd Semester of 2008/2009 Academic Year
[for the students]

| Session | Date | Topic | Description |
|--------------------------------|-------------------|-----------------------------------|--|
| 1 | 13 Aug. 2008 | Introduction | Questionnaire administering to see entry behavior. 'A special request' for this class. Course outline sharing. Encouragement: "New Learning Paradigm". Announcement of Positive Interdependence & Individual Accountability. |
| 2-3 | 15 & 20 Aug. | Conventional reading class | Whole class teacher-directed session. |
| 4 | 22 Aug. | A model of K-W-L | Whole class instruction employing K-W-L strategy. |
| 5 | 27 Aug. | A model of group work | Model Group A discusses a text using modified K-W-L worksheets; each student has his role: captain, secretary, time keeper, speaker. Other students become observers. |
| 6 | 29 Aug. | A model of group work | [similar to session 5; Model Group B's turn] |
| 7 | 3 Sep. 2008 | A model of group work | [similar to session 5; Model Group C's turn] |
| 8-10 | 5, 10, 12 Sep. | Cooperative learning (non-Jigsaw) | Students work in small groups. Group formation 1 is applied. Students work with modified K-W-L and role rotating is not applied (students do not rotate roles in these sessions) |
| 11 | 17 Sep. | Cooperative learning (non-Jigsaw) | Students work in small groups. Group formation 1 is still applied. Students work with modified K-W-L and role rotating is applied to give chance to students to become proficient in each task. |
| 12 | 19 Sep. | Cooperative learning (non-Jigsaw) | Similar to session 11, but 4 texts are discussed (each group discusses a different text; this 'expertise' of each group will be used for the intro to Jigsaw on session 2 of the second half of the semester) |
| 13-14 | 24 & 26 Sep. 2008 | Conventional reading class | Whole class teacher-directed session. Questionnaire administering (feedback for the first half semester course). |
| Mid-semester test weeks | | | |
| 1 | 22 Oct. 2008 | Cooperative learning (non-Jigsaw) | Mid-semester test feedback. Questionnaire results revealed. Review of role assigning. Review of modified K-W-L teaching model. Introduction to Jigsaw. |

| | | | |
|---------------------------|---|---|---|
| 2-7 | 24, 29, 31 Oct.; 5, 7, 12 Nov | Jigsaw class | Students work in small groups using Jigsaw technique. Group formation 2 is applied. Roles are rotated in both teams resulting in the majority of the students to have different roles in expert team and home team. Roles are rotated in all sessions (Session 2 is related to session 12 of the first half of the semester). |
| 8-9 | 14 & 19 Nov. | Conventional class | Whole class teacher-directed session. |
| 10-13 | 21, 26, 28 Nov.; 3 Dec. | Cooperative learning (non-Jigsaw) | Students work in small groups. New groups are formed (Group formation 3 is applied) Students work with modified K-W-L (rotating roles). |
| 14 | 5 Dec. 2008 | Cooperative learning (non-Jigsaw) and Closing | Students work in small groups Questionnaire administering (as whole semester feedback). |
| Final-semester test weeks | | | |

How are you assessed? Here's an illustration:

| NAME | Scored Group Work 1 | | Scored Group Work 2 | | Coop. learning score | MSTS | MSS | FSTS | FS |
|------|---------------------|-------------|---------------------|-------------|----------------------|------|------------------|------|---------|
| | Individual score | Group score | Individual score | Group score | | | | | |
| AA | 70 | 65 | 75 | 78 | 72 | 70 | 71 $[(72+70):2]$ | 80 | 76 (B+) |
| BB | 60 | 65 | 80 | 78 | 71 | 70 | 71 | 75 | 73 |
| CC | 60 | 65 | 75 | 78 | | 60 | | 65 | |
| DD | 70 | 65 | 80 | 78 | | 80 | | 80 | |

What happens if student AA is absent when the group work is scored?

| NAME | Scored Group Work 1 | | Scored Group Work 2 | | Coop. learning score | MSTS | MSS | FSTS | FS |
|------|---------------------|-------------|---------------------|-------------|----------------------|------|------------------|------|--------|
| | Individual score | Group score | Individual score | Group score | | | | | |
| AA | 70 | 65 | - | - | 45 $[(70+65):3]$ | 70 | 58 $[(45+70):2]$ | 80 | 71 (B) |
| BB | 60 | 65 | 80 | 78 | 71 | 70 | 71 | 75 | 73 |
| CC | 60 | 65 | 75 | 78 | | 60 | | 65 | |
| DD | 70 | 65 | 80 | 78 | | 80 | | 80 | |

Scored group work indicates that not every group work is scored. When you are absent on the dates when the group work is scored (meeting 10 of the first half of the semester and meetings 4-7 of the second half of the semester), you miss the cooperative learning score. That will automatically affect your *MSS* and *FS*.

Individual score is the individual quiz score.

Group score is the average score of individual scores in the group.

Cooperative learning score is the average score of individual score and group score.

MSTS = mid semester test score.

MSS = mid semester score (average score of Cooperative learning score and *MSTS*).

FSTS = final semester test score.

FS = final score (taken from 40% *MSS* + 60 % *FSTS*).

Special reward: Each of you will be given 3 bonus points toward the cooperative learning score if the recorded student interaction indicates that you help one another (promote each other's success by sharing resources and helping, supporting, encouraging and applauding each other's success) or when the teacher's observation to your group work shows that the group cooperates well.

READING 2 Course Outline
Odd Semester of 2008/2009 Academic Year
[for the teacher]

| Session | Date | Topic | Note |
|---------|----------------|-----------------------------------|---|
| 1 | 13 Aug. 2008 | Introduction | Administering a questionnaire to see entry behavior. Administering sociometric method for group composition "Write 3 names of your classmate who you would like to work with in group." Asking students' permission to carry out the research in the class. *) Sharing the Course Outline. Telling the New Learning Paradigm. Telling the Positive Interdependence – what's the pay offs? (explaining the method of assessment to 'create'/obtain goal interdependence and reward interdependence) **) |
| 2-3 | 15 & 20 Aug. | Conventional reading class | Whole class teacher-directed session. |
| 4 | 22 Aug. | Conventional reading class | A model of K-W-L reading strategy (Familiarizing the students with K-W-L strategy). |
| 5 | 27 Aug. | A model of group work ^) | Students are formed into 3 groups. Establishing the 'will' to cooperate: teambuilding activity. ^^) 'Fishbowl' technique is applied to model group work. (Group A) discusses a text using modified K-W-L worksheet; each student has his role: captain, secretary, time keeper, speaker, (encourager). The session is expected to model team work skills & familiarize the students with modified K-W-L reading strategy and at the same time with role assigning). The teacher is 'in' Group A becoming one of the members; Groups B & C are observers. |
| 6 | 29 Sep. | A model of group work | (Group B) ... Groups A & C are observers. |
| 7 | 3 Sep. | A model of group work | (Group C) ... Groups A & C are observers. |
| 8-10 | 5, 10, 12 Sep. | Cooperative learning (non-Jigsaw) | Students work in small groups. Group formation 1 (the result of sociomeric method and heterogeneity grouping) is applied. ^^^) Students work with modified K-W-L and role rotating is not applied (students do not rotate roles for 3 sessions). (To make the students get used to the existence of audio recorders, their group work is recorded. They are not informed that the recording is not included for the research) |
| 11 | 17 Sep. | Cooperative learning (non-Jigsaw) | Students work in small groups. Group formation 1 is still applied. Students work with modified K-W-L and role rotating is applied to give chance to students to become proficient in each task. (The group work is recorded; the students are not |

| | | | |
|---------------------------|-------------------------|-----------------------------------|---|
| | | | informed that the recording is not included for the research) |
| 12 | 19 Sep. | Cooperative learning (non-Jigsaw) | Similar to session 11, but 4 texts are discussed. Each group discusses a different text; this 'expertise' of each group will be used for the intro to Jigsaw on the second half of the semester. (The group work is recorded; the students are not informed that the recording is not included for the research) |
| 13-14 | 24 & 26 Sept. | Conventional reading class | Whole class teacher-directed session Administering a questionnaire (only on session 14) to get feedback for the first half semester course - to find out e.g., if the model of group discussion is useful, if 4 models is enough |
| Mid-semester test weeks | | | |
| 1 | 22 Oct. 2008 | Feedback and review | Mid-semester test feedback. Review of role assigning hence reminding students of role interdependence. Review modified K-W-L reading strategy hence reminding students of goal interdependence. Introduction to Jigsaw technique of learning. |
| 2-3 | 24, 29 Oct. | Jigsaw class | Intro to Jigsaw continued. Students work in small groups using Jigsaw technique. Session 2 is related to session 12 of the first half of the semester. The 'expertise' is shared (only 1 group is chosen as a model of home team discussion – 'fishbowl' technique is used again). Group formation 2 is applied. In these 2 sessions prior to the data collection, Jigsaw is implemented to familiarize the students with the procedure as well as to introduce the nature of Jigsaw so that when it is the 'real show' (in sessions 4-7) the time is used more efficiently. Students know which home team and expert team they belong to and how they are supposed to move from one to the other group (The group work is recorded; the students are not informed that the recording is not included for the research). |
| 4-7 | 31 Oct.; 5, 7, 12 Nov | Jigsaw class | (DATA COLLECTION FOR THE RESEARCH) Each student works in expert team then home team. Roles are rotated in both teams (resulting in the majority of the students to have different roles in expert team and home team). Roles are rotated in all four sessions. |
| 8-9 | 14 & 19 Nov. | Conventional class | Whole class teacher-directed session. |
| 10-13 | 21, 26, 28 Nov.; 3 Dec. | Cooperative learning (non-Jigsaw) | Students work in small groups. New groups are formed (Group formation 3 is applied). Students work with modified K-W-L (rotating roles). |
| 14 | 5 Dec. 2008 | Feedback and Closing | Students work in small groups. Thanking the students for their participation. |
| Final-semester test weeks | | | |

Note:

*) Telling the class that the recording is going to be done to reveal how students learn from one another in small groups. All group works will be recorded, but they are not told which recording is chosen for the research data. The reason is obvious: to get more naturalistic data. Students might reject but they will be persuaded to assist the researcher (they are encouraged to participate). If it turns out to be 'tough', the previous plan – finding volunteers – is employed.

**)

Goal interdependence: each group will have to learn the assigned material, complete K-W-L worksheets with a final product expected (K-E or S-E worksheet completion) and/or take the quiz of which the score will be used as a basis to get a team score).

Reward interdependence: Students are told that the teams will be awarded on the basis of a team score made up of the individual members' scores. Each student will be given 3 bonus points toward the cooperative learning score if the recorded student interaction indicates that students helped one another (promoted each other's success by sharing resources and helping, supporting, encouraging and applauding each other's success) or when the teacher's observation to their group work shows that the group members cooperate well. The method of assessment is to be revealed to the students.

^) The teacher models discussion process (model how to get a successful group discussion). The teacher describes to the students how to discuss answers and give feedback to help one another learn. As the instruction progresses, the teacher periodically reviews cooperative learning processes and helps students reflect on their success (or lack of success) in relation to how well they help their team members. In this way, the teacher reinforces the idea that students should collaborate with one another rather than simply give one another the answers.

^^) The teacher introduces the concept of cooperative learning to the students by describing the importance and benefits of helping one another. Students are assigned to heterogeneous learning teams. Establishment of the 'will' to cooperate: use teambuilding activities – fun, team-based activities that help teammates get acquainted, develop mutual support and build a team identity.

^^^) Group formation 1 is used for 4 sessions (sessions 8-11 of the first half of the semester). Group formation 2 is used for 7 sessions (session 12 of the first half of the semester and also sessions 2-7 of the second half of the semester). Group formation 3 is used for 5 sessions (sessions 10-14 of the second half of the semester). Whenever the new group formation is applied, the teacher establishes the 'will' to cooperate (performing teambuilding activities).

Appendix 7: Individual Worksheet (Non-Jigsaw)

| INDIVIDUAL WORKSHEET | |
|---|--|
| <p><u>K-W-L</u> WORKSHEET</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Reading title/text: _____</p> <p>Group name: _____</p> </div> <div style="width: 45%;"> <p>Student name: _____</p> <p>Role: Captain / Secretary / Time Keeper / Speaker</p> </div> </div> <p>1) WHAT I (THINK) I <u>K</u>NOW (<u>K</u>)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> <p>WHAT I (THINK) I WILL <u>K</u>NOW (<u>K</u>) AFTER READING THE TEXT</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> <p>2) WHAT I <u>W</u>ANT TO KNOW OR CHECK (<u>W</u>) (write, for instance, <u>line 3</u> and/or parts of the sentences)</p> <p style="margin-left: 20px;">a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> <p style="margin-left: 20px;">b. Related to INFERENCES (IMPLIED INFORMATION)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> <p style="margin-left: 20px;">c. Related to FACTUAL INFORMATION</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> <p>3) WHAT I HAVE <u>L</u>EARNED (<u>L</u>)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> | |

Adapted from Ogle's (1986) K-W-L teaching model

Appendix 8: Group Worksheet (Non-Jigsaw)

| GROUP WORKSHEET | |
|---|--|
| <p><u>K-E</u> WORKSHEET</p> <p>Reading title/text: _____ Student names: _____</p> <p>Group name: _____</p> <p>1) WHAT WE WILL <u>KEEP</u> FOR THE QUIZ OR REPORT (<u>K</u>)</p> <p>a. Related to MAIN IDEA(S) / MAIN DISCUSSION / PURPOSE OF THE TEXT</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>b. Related to INFERENCES (IMPLIED INFORMATION)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>c. Related to FACTUAL INFORMATION</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2) WHAT <u>EVIDENCE</u> (<u>E</u>)</p> <p>Go back to part 1 and make sure you have written, for instance, <u>line 3</u>, <u>lines 7-9</u> and/or parts of the sentences.</p> <p>3) Comprehension questions that might appear on the quiz:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | |

Adapted from Ogle's (1986) K-W-L teaching model.

Appendix 9: Table of Grouping and Roles

Table of Grouping (Group Formation 2) and Roles

| | Student's Name | 24 Oct. 2008 | 29 Oct. 2008 | 31 Oct. 2008 | 5 Nov. 2008 | 7 Nov. 2008 | 12 Nov. 2008 |
|-------------|----------------|--------------|--------------|--------------|-------------|-------------|--------------|
| Home Team 1 | Mm T. | captain | speaker | captain | speaker | time k. | sec. |
| | Yy R. | time k. | sec. | time k. | sec. | captain | speaker |
| | KI4 | speaker | time k. | speaker | time k. | sec. | captain |
| | Pp R. | sec. | captain | sec. | captain | speaker | time k. |
| | | | | | | | |
| Home Team 2 | Dd | sec. | captain | sec. | captain | speaker | time k. |
| | Vv K. | captain | speaker | captain | speaker | time k. | sec. |
| | KI5 | speaker | time k. | speaker | time k. | sec. | captain |
| | Yy R. | time k. | sec. | time k. | sec. | captain | speaker |
| | | | | | | | |
| Home Team 3 | Ff P. | time k. | sec. | time k. | sec. | captain | speaker |
| | Hh L | speaker | time k. | speaker | time k. | sec. | captain |
| | KI2 | captain | speaker | captain | speaker | time k. | sec. |
| | Ee K. | sec. | captain | sec. | captain | speaker | time k. |
| | | | | | | | |
| Home Team 4 | Oo | speaker | time k. | speaker | time k. | sec. | captain |
| | Rr | time k. | speaker | time k. | speaker | captain | sec. |
| | KI1 | sec. | captain | sec. | captain | speaker | time k. |
| | Ii | captain | sec. | captain | sec. | time k. | speaker |
| | | | | | | | |
| Home Team 5 | Ss | speaker | captain | speaker | captain | time k. | sec. |
| | Mm H | sec. | time k. | sec. | time k. | speaker | captain |
| | KI3 | time k. | sec. | time k. | sec. | captain | speaker |
| | Dd N. | encour. | time k. | encour. | time k. | encour. | time k. |
| | Bb S. | captain | encour. | captain | encour. | sec. | encour. |
| | | | | | | | |
| | | | | | | | |

Note:

- 1) "time k." is "time keeper"
- 2) "sec." is "secretary"
- 4) "encour." is "encourager"
- 3) The data collection was carried out on the four out of six Jigsaw sessions, i.e., 31 Oct. 2008, 5 Nov. 2008, 7 Nov. 2008, and 12 Nov. 2008.

| | Student's Name | 24 Oct. | 29 Oct. | 31 Oct. | 5 Nov. | 7 Nov. | 12 Nov. |
|-----------------|----------------|---------|---------|---------|---------|---------|---------|
| Expert Team 1 | Mm T. | encour. | speaker | captain | speaker | time k. | sec. |
| | Dd | captain | encour. | sec. | captain | speaker | time k. |
| | Ff P. | sec. | captain | time k. | sec. | captain | speaker |
| | Oo | time k. | sec. | speaker | time k. | sec. | captain |
| | Ss | speaker | time k. | encour. | encour. | encour. | encour. |
| | | | | | | | |
| Expert Team 2 | Vv K. | encour. | speaker | captain | speaker | time k. | sec. |
| | Rr | captain | encour. | sec. | captain | speaker | time k. |
| | Yy R. | sec. | captain | time k. | sec. | captain | speaker |
| | Hh L | time k. | sec. | speaker | time k. | sec. | captain |
| | Mm H | speaker | time k. | encour. | encour. | encour. | encour. |
| | | | | | | | |
| Expert Team 3 | KI1 | captain | encour. | sec. | captain | speaker | time k. |
| | KI2 | Encour. | speaker | captain | speaker | time k. | sec. |
| | KI3 | sec. | captain | time k. | sec. | captain | speaker |
| | KI4 | speaker | time k. | encour. | encour. | encour. | encour. |
| | KI5 | time k. | sec. | speaker | time k. | sec. | captain |
| | | | | | | | |
| Expert Team 4 A | Ii | captain | time k. | captain | time k. | sec. | captain |
| | Ee K. | sec. | captain | sec. | captain | time k. | sec. |
| | Dd N. | time k. | sec. | time k. | sec. | captain | time k. |
| | | | | | | | |
| Expert Team 4 B | Bb S. | captain | time k. | captain | time k. | sec. | captain |
| | Pp R. | sec. | captain | sec. | captain | time k. | sec. |
| | Yy R. | time k. | sec. | time k. | sec. | captain | time k. |

Note:

- 1) "time k." is "time keeper"
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- 3) The data collection was carried out on the four out of six Jigsaw sessions, i.e. 31 Oct. 2008, 5 Nov. 2008, 7 Nov. 2008, and 12 Nov. 2008.

Appendix 10: Reading Materials

1) In the session of Data 1 collection

SAVING LANGUAGE

SAVING LANGUAGE (Part A)

For the first time, linguists have put a price on language. To save a language from extinction isn't cheap – but more and more people are arguing that the alternate is the death of communities.

- 1) There is nothing unusual about a single language dying. Communities have come and gone throughout history, and with them their language. But what is happening today is extraordinary, judged by the standards of the past. It is language extinction on a massive scale. According to the best estimates, there are some 6,000 languages in the world. Of these, about half are going to die out in 1,200 months. On average, there is a language dying out somewhere in the world every two weeks or so.
- 2) How do we know? In the course of the past two or three decades, linguists all over the world have been gathering comparative data. If they find a language with just a few speakers left, and nobody is bothering to pass the language on to the children, they conclude that language is bound to die out soon. And we have to draw the same conclusion if a language has less than 100 speakers. It is not likely to last very long. A 1999 survey shows that 97 per cent of the world's languages are spoken by just four per cent of the people.

SAVING LANGUAGE (Part B)

- 3) It is too late to do anything to help many languages, where the speakers are too few or too old, and where the community is too busy just trying to survive to care about their language. But many languages are not in such a serious position. Often, where languages are seriously endangered, there are things that can be done to give new life to them. It is called revitalisation.
- 4) Once a community realizes that its language is in danger, it can start to introduce measures which can genuinely revitalize. The community itself must want to save its language. The culture must need to have a respect for minority languages. There needs to be funding, to support courses, materials, and teachers. And there need to be linguists, to get on with the basic task of putting the language down on a paper. That's the bottom line: getting the language documented – recorded, analysed, written down. People must be able to read and write if they and their language are to have a future in an increasingly computer-literate civilization.
- 5) But can we save a few thousand languages, just like that? Yes, if the will and funding were available. It is not cheap, getting linguists into the field, training local analysts, supporting the community with language resources and teachers, compiling grammar and dictionaries, writing materials for use in schools. It takes lots of time to revitalize an endangered language.

SAVING LANGUAGE (Part C) – the one discussed in the key informants group

- 6) There are some famous cases which can be done to give new life to languages that are seriously endangered. Welsh, alone among the Celtic languages, is not only stopping its steady decline towards extinction but showing signs of real growth. Two Language Acts protect the status of Welsh now, and its presence is increasingly evident in Wales.
- 7) Maori in New Zealand has been maintained by a system of so-called 'language nests'. These are organizations which provide children under five with a domestic setting where they are intensively exposed to the language. The staff are all Maori speakers from the local community. The children will hopefully keep their Maori skills alive after leaving the nests. As the children grow older, they will hopefully become role models to a new

- 10 generation of young children. And when the reviving language is associated with political autonomy, the growth can be especially striking, as shown by Faroese, spoken in the Faroe Islands, after the islanders received a measure of autonomy from Denmark.
- 8) In Switzerland, Romansch was facing a difficult situation. It was spoken in five very different dialects, with small and diminishing numbers because young people left their
- 15 community for work in the German-speaking cities. The solution was a unified written language for all these dialects. Romansch Grischun, as it is now called, has official status in Switzerland, and is being increasingly used in spoken form on radio and television.

SAVING LANGUAGE (Part D)

- 9) A language can be brought back from extinction. The Ainu language of Japan, after years of neglect and repression, had reached a stage where there were only eight fluent speakers left, all elderly. However, new government policies brought fresh attitudes and a positive interest in survival. Several ‘semi-speakers’ – people who had become unwilling
- 5 to speak Ainu – were prompted to become active speakers again. There is fresh interest now and the language is more publicly available than has been for years.
- 10) If good descriptions and materials are available, even extinct languages can be saved. Kaurna, from South Australia, is an example. This language had been extinct for about a century, but had been quite well documented. So, when a strong movement grew its
- 10 revival, it was possible to reconstruct it. The revised language is not the same as the original, of course. It lacks the range that the original had, and much of the old vocabulary. But it can act as a badge of present-day identity for its people. And as long as people continue to value it as a true marker of their identity, and are prepared to keep using it, it will develop new functions and new vocabulary, as any other living language would do.
- 15 11) It is not too soon to predict the future of these revived languages, but in some parts of the world they are attracting positive attitudes and support which are the preconditions for language survival.

2) In the session of Data 2 collection

NOAH WEBSTER

NOAH WEBSTER (Part A - introduction)

- Noah Webster was born near Hartford, Connecticut. He received his education at Yale College and later began to practice law. But business in this profession was slow, and he was forced to turn to teaching. He soon discovered that the English schoolbooks in use were unsatisfactory. Webster therefore began to work on three simple books on English: a
- 5 spelling book, a grammar and a reader, and these were the first books to be published in this country. In 1806 he produced a small *Dictionary*, and this was followed by his greatest work, *An American Dictionary of the English Language*. With his writings he had one purpose: to show that the English language in his country was truly American thing, developing in its own special way and deserving to be considered from an independent,
- 10 American point of view. As he himself wrote, “It is not only important, but in a degree necessary, that the people of this country should have an *American Dictionary* of the English Language; for, although the body of the language is the same as in England ... some differences exist. ... No person in this country will be satisfied with the English definitions of the words *congress*, *senate*, *assembly*, *court*, [and so forth] for although these
- 15 words are used in England, yet they are applied in this country to express ideas which they do not express in that country.”

NOAH WEBSTER (Part B)

Noah Webster's influence on American spelling

The success of his *The American Spelling Book* was surprisingly great. About 80 million copies were sold. From a profit of less than one cent a copy, Webster got most of

his income for the rest of his life. Not only did the little book have great influence on many generations of school children but it also had the effect of turning its author's attention to questions of language.

It is a matter of common observation that American spelling is different, in small ways, from that which is usual in England. For example, Americans write words like *honor* and *color* without the *u* of English *honour* and *colour*; they write *er* instead of *re* in a number of words like *center* and *theater*; and they prefer an *s* to a *c* in words like *defense* and *offense*. He is also responsible for advancing simplified spelling forms such as *develop* instead of *develope*. The differences often pass unnoticed, partly because a number of English spellings are still current in America, partly because some of the American changes are now common in England, and partly because in many cases both an English and an American spelling of a word are common in both countries. Although some of the differences have arisen since Webster's day, most of the peculiar American spellings are due to their occurrence in his dictionary.

NOAH WEBSTER (Part C) – the one discussed in the key informants group

Noah Webster's influence on American pronunciation

Few men have influenced the development of American English to the extent that Noah Webster did. When he turned to teaching, Webster discovered how inadequate the available schoolbooks were for American children.

Though the influence is more difficult to prove, there can be no doubt that Webster is responsible for some of the characteristic features of American pronunciation. It is related especially to its uniformity and the way it tends to give fuller value to the unaccented syllables. Webster recommended that when pupils were learning to spell, they should pronounce each syllable of a word separately. They should also give proper attention to every letter in every syllable. When we consider that his *American Spelling Book* was used in thousands of schools over a great many years, it seems certain that considerable influence on American pronunciation is to be traced back to the little blue-covered spelling book. Webster's objective in most his writings is obvious. He wants to demonstrate that the American language is developing, besides distinct meanings and spellings, distinct pronunciation from those of the British English.

NOAH WEBSTER (Part D)

Noah Webster's influence on later dictionary

Two years after Webster brought out his dictionary of 1828, his lifelong rival Joseph Worcester published a smaller, cheap dictionary in which he borrowed freely from Webster. The Worcester dictionary, which soon became far more popular than those which Webster had produced, included many additional words, brief, clear definitions, full indication of pronunciation, the use of special marks to divide syllables, and lists of synonyms. In 1840 Webster brought out a second edition of his dictionary which included 70,000 entries instead of the original 38,000. This edition has served as the basis for the many revisions produced under the Webster name.

In 1847, a few years after Webster's death, his son-in-law Chauncey Goodrich published a new dictionary under Webster name. The years that followed saw a constant battle between the Webster and Worcester dictionaries, the battle finally being won by the Webster dictionary of 1864, from which most of the characteristics of Noah Webster were absent. The Webster dictionaries won the victory partly because the *American Spelling Book* had made the Webster name familiar all over America and partly because of the death of Worcester in 1865.

3) In the session of Data 3 collection

Part A: JOHN DEWEY

The ideas of John Dewey, philosopher and educator, have influenced American thought for over one hundred years. Dewey was born in Vermont in 1859, and throughout his life he kept the respect for experience, individuality, and fair play that shaped the character of the nineteenth-century Vermonter. He viewed his own life as a continuously reconstructive process – with experience and knowledge building on each other.

By the 1930s, Dewey had simplified his theory of experience to its essence. As the intellectual leader of the progressive schools, he asserted that there was danger in rejecting the old unless the new was rooted in a correct idea of experience. He held that experience is an interaction between what a person already knows and the situation at hand. Previous knowledge interacting with the present environment influences future experience.

Dewey believes that experience could not be equated with education because all experiences are not necessarily educative. Experience is educative only when it contributes to the growth of individual, but it can be miseducative if it distorts the growth of further experience. It is the quality of experience that matters.

Part B: BENJAMIN FRANKLIN

Benjamin Franklin said many things we still say today, did many things we still talk about today, and created many things called forth new American words: *postmaster*, *rocking chair*, *lightning rod*, *bifocals*. This practical, tinkering, mobile American who had so many interests, was born in 1706, the fifteenth child of a Boston soap and candle maker. Apprenticed to a brother, a printer, Benjamin ran away to Philadelphia at seventeen, owned his own printing shop at twenty-four, and retired at forty six to devote himself to science, philosophy, and politics.

Franklin was a problem solver. His passion was to make the large scientific theories of his day practical, to improve the daily lives of common people. He helped establish the first American hospital in Philadelphia in 1751, and that same year was widely talked about for his famous “kite-key experiment,” which demonstrated that lightning is electricity. At a time when electricity was nothing more than a parlor trick, he used it to roast turkeys. He invented the bifocals that he himself wore. For his own home, he invented the lightning rod and that marvel of efficiency, the Franklin stove.

His *Pennsylvania Gazette* was the most valuable newspaper in the American colonies, and his *Poor Richard's Almanac* was the most widely read and quoted almanac.

Part C: ROOSEVELT – the one discussed in the key informants group

The first American Roosevelt, Claes Martenszen van Rosenvelt, arrived from Holland in the 1640s, when New York was a tiny settlement of 800 people living in eighty houses on Manhattan Island. By the middle of the eighteenth century, when New York had become a bustling port of 25,000, there were fifty Roosevelt families, and Claes's descendants were already showing a talent for associating themselves with the forces of boom and expansion in American economic life.

In the third generation of Roosevelts, two of the brothers, Johannes and Jacobus, took the family into real estate with the purchase of the Beekman Swamp, a venture that was to have a lasting effect on the city and on their own fortunes.

The first Roosevelt to achieve distinction was Isaac, a trader who ended his business career as president of New York's first bank. Isaac's cousin James, after service with the Revolutionary army, founded Roosevelt & Son, a hardware business that swiftly expanded into building supplies. When James's grandson, Cornelius Roosevelt, was head of the firm, it imported most of the plate glass for homes being built in the processing nation. Cornelius's chief distinction was his wealth – one of the richest men in New York. Two Roosevelts – Theodore and Franklin Delano – became president of the United States.

Part D: ZORA N. HURSTON

Zora Neale Hurston was born in 1901 in Florida. When Hurston was nine, her mother's death and her father's speedy remarriage ended her childhood and left her in charge of her own life. Her passion for education took her to Howard University in Washington in 1918. While at Howard, Hurston began to write and to make contact with some of the leading figures of the Harlem Renaissance, a flowering of black literature and art in the New York of the 1920s. She eventually moved to New York, where she worked as a secretary to the popular romantic writer and continued her studies at Barnard College.

A student of anthropology, Hurston devoted the five years following her graduation to the collection of rural black folklore in Haiti, the West Indies, and the American South. Her ear for the rhythms of speech and her daring in seeking initiation into many voodoo cults resulted in ethnographic studies such as *Mules and Men*, which conveyed the dynamism of rural black culture.

Their Eyes Were Watching God (1937), her novel about a black woman finding happiness in simple farm life, is now very famous, although for thirty years after publication, it was largely unread, and dismissed by the male literary establishment.

4) In the session of data collection 4

WHEN WOMEN VIE WITH WOMEN

WHEN WOMEN VIE WITH WOMEN (Part A)

1) Laurie Bernstein well remembers starting at a small Southern law firm and getting distinctly icy treatment from the only other woman lawyer on the staff. When Bernstein was given one of her female colleague's cases to handle, she discovered that she was not getting the court documents, letters and other important papers she needed to handle the case. Late one evening, she and a senior partner found the missing material hidden in the woman's mailbox. Ms. Sabotage was severely reprimanded. "I felt terrible," recalls Bernstein, 30. "I had expected a camaraderie to emerge between the two of us as the only female lawyers at the firm. But quite the opposite occurred."

2) Now, hold on a minute. This is not the way it was supposed to be. All of that demonstrating and pamphleteering in the early '70s was supposed to have helped women move into professional and managerial jobs without resorting to destructive behavior. But as more women rise in the corporate power structure, they are discovering, much to their dismay, that they are not always sisters under the skin after all. In fact, many of them are acting suspiciously like ... well ... *men*. "Now women are encouraged to be as aggressive as men on the job," write Psychotherapists Luise Eichenbaum and Susie Orbach, co-authors of the just published book *Between Women: Love, Envy, and Competition in Women's Friendships*.

Pamphleteering: distributing pamphlets or small booklets of information about a particular topic. Supporters of a cause often use pamphleteering to publicize their message.

Sister: another woman (not one's real sister). Feminists often refer to other women as sisters in order to create a feeling of unity.

WHEN WOMEN VIE WITH WOMEN (Part B)

3) Like many feminists, the authors have spent many years trying to comprehend women's world. They then argue that female bonds are being broken as women discover that "the feelings of competition and envy, the scurry for approval, the wish to be acknowledged and noticed by other women are now a part of their daily work lives." Nor do some younger women seem to care much about feminist ideals. "I see a lot less concern among younger women about sticking together," declares Nancy Ferree-Clark, associate minister at Duke University. "They don't feel the allegiance to the women's movement that older women do. They say, "Gee, I can work on my own. Why should I? "

4) Things can get pretty nasty behind the great suits and the hint of Giorgio perfume. In a recently published book, *Woman to Woman: From Sabotage to Support* (New Horizon

Press; \$18.95), the author Judith Briles sets down nearly 300 pages of testimonials. They are supporting the hypothesis that women are attacking women in the workplace. They do it with carefully hidden venom and viciousness. "If women are going to sabotage someone, it's more likely to be another woman than a man," declares Briles, 42, a former Palo Alto, Calif., stockbroker.

allegiance: loyalty; obligation. Today's professional women may have less allegiance to their female colleagues than they used to.

Giorgio: a brand of very expensive perfume. It is often associated with wealth and snobbishness.

scurry: exciting movement.

Venom: literally, a poison produced by certain animals, such as snakes; here, serious ill will directed at others.

WHEN WOMEN VIE WITH WOMEN (Part C) – the one discussed in the key informants group

- 5) While hard competition occurs among women, many women have experienced something different. "I have found a tremendous amount of helping and generosity among the women in my industry," says Mary McCarthy, 42, a senior vice president at MGM/UA Communications in Beverly Hills. Lawyers Renee Berliner Rush, 31, and Julie Anne Banon, 32, say they became best friends while working for a Manhattan executive-search firm. "From the day we began working together, we believed that the way to succeed was to work with and help each other, not to work against each other," says Rush. The two women now run their own headhunting firm for lawyers.
- 6) There may be a tendency for women to be more jealous of one another than men are of their colleagues, says Niles Newton, a scientist at Northwestern Medical School. She thinks that it arises "from insecurities because they haven't been in the workplace as long as men." Assertiveness and rivalry also make many women feel uncomfortable, "and it becomes much more a problem in the workplace," says Anne Frenkel, a social worker with the Chicago Women's Therapy Collective. "Women have to understand that being competitive with someone doesn't mean you don't like them. Men can be competitive and still be friends."

Assertiveness: extremely confident actions; aggressiveness. Now that more women are climbing the corporate ladder, they are showing the same assertiveness as their male colleagues.

WHEN WOMEN VIE WITH WOMEN (Part D)

- 7) Friendships between women – what Simone de Beauvoir called "warm intimacy" – are too often the casualties of success these days. Eichenbaum, 35, and Orbach, 41, are concerned that "in the world of every-woman-for-herself, the good friendship is tragically undermined." That sometimes happens when women win promotions and find themselves supervising women who were once close friends. "I tend not to have relationships with women I supervise," says Kathy Schrier, 40, a union administrator in Manhattan. "Some women can't make that break, though, and it hurts them as managers."
- 8) Other women have problems relating to their female bosses. Even though McCarthy has high praise for her female colleagues, she admits that in the past she has "felt sabotaged" by executive secretaries. "It was jealousy of my position from someone on a lower level," she says. Corporate Lawyer Deborah Dugan, 29, recalls that when she joined a Los Angeles law firm, her assigned female secretary "refused to work for me. She said she would have trouble taking orders from another female."
- 9) How can women cope with these conflicts? Chicago's Frenkel believes professional women must stop taking another woman's success as a personal affront. "They have to separate out business from personal issues," she says.

Affront: an insult; an offending remark or act

Undermined: damaged

Appendix 11: Forms and Notes Used in Cooperative Learning Implementation

1. The preference form:

| Preference Form | | | | | | | | | |
|------------------------------|-------|---|---|---|---|---|--|--|--|
| ___ - ___ - 2008 | | | | | | | | | |
| Expert team number: | | | | | | | | | |
| Student name: _____ | | | | | | | | | |
| How do you like working with | _____ | ? | 1 | 2 | 3 | 4 | | | |
| | _____ | ? | 1 | 2 | 3 | 4 | | | |
| | _____ | ? | 1 | 2 | 3 | 4 | | | |
| | _____ | ? | 1 | 2 | 3 | 4 | | | |
| | _____ | ? | 1 | 2 | 3 | 4 | | | |

(Note: 1= not at all; 2 = a little; 3 = some; 4 = very much)

2. The note for the first observing group:

| |
|--|
| 1. How did the student(s) ask for help from others? What did the student(s) say? |
| 2. How did the student(s) give assistance to make others understand? What language expression(s) was/were used? |
| 3. Did the students support one another in the group? How was the attitude? Were any students respected? Sympathetic? Ignored? Ruthless? Dominative? |
| 4. Note down any breakdown in the flow of the discussion and its causes. |

3. The note the second observing group:

| |
|--|
| 1. List 2-3 things the captain was doing well and 1 thing you consider the captain can improve. |
| 2. List 2-3 things the secretary was doing well and 1 thing you consider the secretary can improve. |
| 3. List 2-3 things the time keeper was doing well and 1 thing you consider the time keeper can improve. |
| 4. List 2-3 things the speaker was doing well in the group and 1 thing you consider the speaker can improve. |

4. The guidance to perform the group task:

| GUIDE FOR GROUP WORK | |
|---|--|
| Step 1: about 5 minutes for the 'K' part: | WHAT I (THINK) I KNOW (K) |
| | WHAT I (THINK) I WILL KNOW (K) AFTER READING THE TEXT |
| Step 2: about 30 minutes for the 'W' part | |
| about 5 minutes for Individual reading | |
| about 5 minutes for Individual completion of | |
| | WHAT I WANT TO KNOW OR CHECK (W) related to (a) main idea(s)/ |
| | main discussion/purpose of the text, (b) inferences (implied information), |
| | and (c) factual information |
| about 20 minutes for Discussion | |
| Step 3: about 5 minutes for the 'L' part : WHAT I HAVE LEARNED (L) | |
| Step 4: about 10 minutes for Group Worksheet completion | |
| Step 5: about 5 minutes for the speaker to report the result of group work. | |
| Total: + 50-55 minutes | |

5. The guidance to perform the group task in the home team:

| GUIDE FOR HOME TEAM DISCUSSION | |
|---|--|
| Step 1: Expert 1 in action (about 7 minutes) | |
| - Expert 1 tells his/her expertise. | |
| - The others complete the 'W' part of the individual worksheet. | |
| - Expert 1 questions the others to check comprehension. | |
| Step 2: Expert 2 in action (about 7 minutes) | |
| - Expert 2 tells his/her expertise. | |
| - The others complete the 'W' part of the individual worksheet. | |
| - Expert 2 questions the others to check comprehension. | |
| Step 3: Expert 3 in action (about 7 minutes) | |
| Step 4: Expert 4 in action (about 7 minutes) | |
| Step 5: Group Worksheet completion (about 5 minutes) | |
| Total: + 30 minutes | |

Appendix 12: Research Data

Global Setting:

A regular class of Reading 2 at 'W' University, Surabaya, Indonesia. After the student attendance was checked, the teacher started the Jigsaw session. She reminded the students about the cooperative learning principles highlighting the positive interdependence and individual accountability. She led the 'K' step of the modified Ogle's K-W-L to activate the students' background knowledge. The students then formed their expert teams. Each expert team was provided with a big envelope with the table of grouping attached. Inside were the reading materials (labeled Parts A, B, C, D for Expert Teams 1, 2, 3, 4 respectively), expert team individual worksheets, a group worksheet for expert team, and a set of role cards. After the expert team discussion, the students were asked to form their home teams. Each home team was provided with a folder with the table of grouping attached. Inside were the home team individual worksheets, a group worksheet for home team, and a set of role cards. Each student then shared their expertise to their peers in the respective home team. After the home team discussion, the students took the quiz individually. During the expert team and home team discussion, the teacher excluded herself completely from the student group discussion.

Transcription Features: (Transcription convention is adapted from van Lier, 1988)

Xx = incomprehensible speech, probably one word or a phrase; Xxx = incomprehensible speech beyond phrase length. Segments between () indicate probable item. Segments between (()) indicate the writer's additional note. Three dots (...) shows pause. Segments between [] indicate phonetic transcription. Indented segments commencing with hyphens signify overlapping speech. Segments underlined indicate the phrases or sentences appearing in the passage or those discussed. Segments between / / indicate the translation of the previous part. Segments highlighted in bold indicate audibly enhanced stress; silence which exists more than 7 seconds is indicated as ((long silence)).

Note:

KI1 = Key Informant 1; KI2 = Key Informant 2; KI3 = Key Informant 3; KI4 = Key Informant 4; KI5 = Key Informant 5; LL = several or all key informants simultaneously.

Data 1 Collection:

It was 31 October 2008 – the third Jigsaw session. There were 19 students. The students' background knowledge was activated by the teacher's question "What comes to your mind when you hear 'Saving Language'?" After this elicitation, the students were asked to continue with the group task: discussing the reading text entitled 'Saving Language'.

The transcribed Data 1 show the expert team discussion of the key informants assigned to master Part C, paragraphs 6-8 of the text 'Saving Language' (the complete text is in Appendix 10). KI1 and KI3 were absent. KI2 was the captain. KI4 was the encourager (the role assigned to her) and time keeper (the role assigned to KI3). KI5 was the speaker (the role assigned to her) and secretary (the role assigned to KI1).

Data 1:

- 1 KI2 : Er OK friends, let's skip the 'K' part and now let's er ... silent reading ... do the silent reading.
- 2 KI4 : Yes, er we have er ... 10 minutes for silent reading and individual completion.
- 3 KI2 : OK, thank you. ((laughter))
- 4 KI2 : ((About 8 minutes later after the individual completion of the 'W' part of the worksheet)) Er, OK then (let's do) the discussion. Er OK, have you all ... finished with your reading?
- 5 KI4 : I haven't find the main idea. ((spoken softly))
- 6 KI2 : Er ... er ... I find one main idea ... maybe, er but I don't know if ... if it is right

- or wrong. ((laughter)) ... I think the main idea is the example story of endangered language.
- 7 KI4 : Sorry?
- 8 KI2 : The example of story, eh /oh no/ the example story of endangered language.
- 9 KI4 : Where is it?
- 10 KI2 : Er ... the first line ... famous cases which can be done to give new life to languages that are seriously endangered
- 11 KI5 : Er ((laughter)) I have the same idea ... with you.
- 12 KI4 : The example ...
- 13 KI2 : The example
- 14 KI4 : --the example the example what?
- 15 KI2 : Story. The example story... of the endangered language. Something like this. (Maybe, but) I don't know (if it's correct). What do you think?
- 16 KI4 : I have no idea. I can't concentrate, I don't know. ... How about you, KI5?
- 17 KI5 : I have the same main idea with her. ((long silence)) so ...
- 18 KI4 : ((laughter))
- 19 KI5 : What do you think?
- 20 KI4 : OK, OK ... because I have no idea ((laughter)) so (I'll just follow) ((laughter))
- 21 KI2 : OK. And related to inferences ... KI4?
- 22 KI4 : I don't get it. ((long silence)) xxx
- 23 KI2 : Hah? /pardon?/
- 24 KI4 : I don't get it. ((long silence))
- 25 KI2 : Er ... ((long silence))
- 26 KI5 : How about you, KI2? ((intended to be: What is your inference, KI2?))
- 27 KI2 : Maybe Romansch language in Switzerland are spoken by a lot of people ... because er ... it's stated here that ... in paragraph 8 It was spoken in five very different dialects. Er ... So ... I think a lot of people spoke Romansch language and ... er they have their own dialect ... Maybe. ((long silence)) KI4? ((laughter))
- 28 KI4 : ((laughter)) ((long silence))
- 29 KI2 : Any other inferences? ((long silence)) KI4? ((long silence))
- 30 KI4 : I ... didn't get it. Maybe later.
- 31 KI2 : Later and then ... just skip it. And ... about the factual information ...
- 32 KI5 : Er I get one factual information but I don't know if ... (it's) true or false.
- 33 LL : ((laughter))
- 34 KI5 : I think ... the factual information ... is Romansch has ... eh Romansch was spoken in five ... very different dialect. In ... paragraph 8 ... first ... up to ... second line.
- 35 KI2 : That's that's just the same with mine. ((laughter)) Why don't you say something (else)?
- 36 LL : ((laughter))
- 37 KI4 : Er ... in paragraph 7, Maori in New Zealand has been maintained by a system ... of ... so-called language nest. ((long silence))
- 38 KI2 : Emm ... ((long silence)) Another one, (what is your fact) KI4? ((long silence))
- 39 KI4 : What what do you think about Welsh? Welsh is the kind of 2 language or ... what do you think?
- 40 KI2 : Welsh?
- 41 KI4 : Welsh ... Welsh ...
- 42 KI5 : Which ... line?
- 43 KI4 : 2nd line.
- 44 KI5 : 2nd line from the?
- 45 KI4 : From the top. ((long silence))
- 46 KI2 : Er ... maybe Welsh is ... the kind of the example of the Celtic ... languages

- 47 KI4 : So Welsh is a language.
- 48 KI2 : Er ... I think Welsh is a language. ... What about you, KI5? ...
- 49 KI5 : Welsh ... I think ...
- 50 KI2 : It's the name of country?
- 51 KI5 : --Yeah, it's a name of country and ... it's a name of a language.
- 52 KI2 : --a language. ...
- 53 KI4 : The name of the language.
- 54 KI5 : The name of country.
- 55 KI4 : The name of the country?
- 56 KI2 : I think it's the name of a language, but KI5 said that it is the name of a country.
((laughter))
- 57 KI5 : Because er ... protect the status of Welsh now. So Welsh have the law.
- 58 KI4 : I think Welsh is a kind of ancient language, something like that, so and ... there is seldom people speak ... well ... and then ... I don't know.
- 59 KI2 : I think Welsh is the language, but their country is Wales itu w-a-l-e-s (the one written as W-a-l-e-s is the county)
- 60 KI4 : --wales ((pronounced [wəls]))
- 61 KI2 : er ... paragraph 6 the last part. So Welsh is the language.
- 62 KI5 : I agree. ((long silence))
- 63 KI4 : So Maori, Maori is er ... an organization which provide children under 5 ... with a domestic setting. Do you think ... it can be a fact? ... (Is it) factual information, KI2?
- 64 KI2 : So yeah, (but) do you think that ... Maori is an organization?
- 65 KI4 : Yes. You know this is a language nest ... so ...
- 66 KI2 : I think ... It's like a place that er ... we keep our language.
- 67 KI4 : Yes. ... So Maori is a organization which provide children under 5 year, under 5 with a domestic ... (domestic setting)
- 68 KI2 : ((long silence)) Er ... ((long silence))
- 69 KI5 : This one also ... The staff are all Maori speaker from the local community. It can be a factual, I think.
- 70 KI2 : The staff of ... this organization ...
- 71 KI5 : Yes. Er ... What you think?
- 72 KI2 : Er ... wait wait wait. ((long silence)) So ... the two language acts the is ... the first one is Maori in New Zealand and the second one ...
- 73 KI4 : Switzerland?
- 74 KI2 : Switzerland ... But Romansch is a ... language?
- 75 KI4 : In Switzerland, Romansch was facing in a difficult situation.
- 76 KI2 : It was spoken in very ... in five very different dialect. ... So ... what is Romansch? It's the name of place or
- 77 KI5 : --I think it's the name of language language
- 78 KI2 : --language
- 79 KI5 : Yeah, yeah it's the language, because in here the xx passage ... it was spoken in five dialect. ...
- 80 KI2 : So the example of the organization is only one ya? Maori in New Zealand
- 81 KI5 : --Sorry?
- 82 KI2 : The organization here ... is ... only Maori in New Zealand?
- 83 KI5 : The organization?
- 84 KI2 : Ya ... So the ... (organization here is only Maori in New Zealand?)
- 85 KI5 : Ya
- 86 KI2 : --the language is ... the languages are Welsh, Faroese and Romansch. But Maori is the name of a place. ... Ya. Am I right?
- 87 KI5 : A name ... of organization?
- 88 KI2 : Ya ... not the name of a place

- 89 KI5 : Ya
- 90 KI4 : xxx what do you mean they are mean ... organization xx in New Zealand?
- 91 KI2 : No no ...er I think the language is only Welsh, Faroese and Romansch. Ya ... Maori is a name of of an organization ... so it is not a language.
- 92 KI5 : Ya ya
- 93 KI4 : ((trying to rephrase)) I mean I mean that are mean ... xxx in New Zealand organization which provide ...
- 94 KI2 : Children under 5 ... It's a factual information. I think.
- 95 KI4 : --Yeah, factual information. So ... (it) mean in New Zealand there are many organizations, right?
- 96 KI5 : Yeah ... (that's what it means).
- 97 KI4 : provide children under 5 ... It's very easy to find factual information ...
- 98 LL : ((laughter))
- 99 KI4 : but for inference and the main idea ... we have to be ... (working harder)
- 100 KI2 : OK we have found er ... I think it's enough for factual information ... and (let's do this part) What you don't understand about this text? ... OK. 'What I don't understand' ... ((reading task 2.d mentioned in the worksheet))
- 101 KI4 : Er ... reviving ((pronounced [revivɪŋ])) ... reviving ((again pronounced [revivɪŋ])) ... What does the meaning? ((the word is not written in her worksheet; it just comes up when it was time to deal with this particular section)).
- 102 KI2 : Reviving [revaɪvɪŋ]
- 103 KI4 : --Reviving [revivɪŋ] the language is ... ((long silence))
- 104 KI2 : Er ... er ... 'revive' [revaɪv] means ...
- 105 KI4 : 'refresh', right?
- 106 KI2 : like like 'refresh'. Ya, so reviving is refreshing ... So ... we try to ... make it new. ((long silence))
- 107 KI4 : So what is the main idea? ((laughter)) Er ... I think, first, it is type of the action ...
- 108 KI2 : Ya, action to ... ((laughter)) ... how to ... how to revive [revaɪv]
- 109 KI4 : --how to reviving [revivɪŋ]... language.
- 110 KI2 : Yeah. ((laughter)) so I think it's not 'the example story of endangered language' ... because it's not ... it it talk not only about the language, but but also the action.
- 111 KI4 : Ya.
- 112 KI5 : --Ya.
- 113 KI4 : So ... I think (it is) the action to reviving [revaɪvɪŋ] ... reviving [revaɪvɪŋ] language. ... or of language?
- 114 KI2 : Er languages ... ((long silence)) How many minutes already, KI4?
- 115 KI4 : Oh ... We have ... 4 minutes left.
- 116 KI2 : For the group discussion?
- 117 KI4 : For the group (discussion) ... Yes ... For the group discussion. For all. This is now still 22 ((it's the time the stop watch shows))
- 118 KI2 : So we can xxx stop discussion ... OK, have you already understand about ... the text?
- 119 KI4 : I think ... I I think ... (let's go) back to the main idea ... the main idea. I say how about if I say it's about the act ... or the action to revive ((pronounced [revaɪv])) the all languages.
- 120 KI2 : Yeah, I agree with you ... because ... first of all, er let's see paragraph 6 ... er ... I think er in here we can see that er the ... the action to protect Welsh language is by ... er ... this one ... Two Language Acts protect the status of Welsh. I think it is a ... an action to protect Welsh ...
- 121 KI5 : Yeah ...
- 122 KI2 : and then, for the Maori ...er for ... er ... the second one ... about this one ... er

- Maori in New Zealand, protect what kind of language?
- 123 LL : Maori language ...
- 124 KI2 : So Maori is also a name of language?
- 125 KI4 : has been maintained by a system of so-called
- 126 KI2 : -- of so-called 'language nest' ...
- 127 KI5 : So I think it some kind of the ... group.
- 128 KI4 : Yah ... so we can share or xx or save something about the language.
- 129 KI2 : Emm...
- 130 KI5 : Provide children
- 131 KI2 : And the Switzerland ... er ... the Romansch
- 132 KI4 : Er ... I ... I think ... I think that ... ((laughter)) ((long silence)) I think it's emm ... in Maori there, they try to ... they try to save ... er ... from local language.
- 133 KI2 : Emm ...
- 134 KI4 : So the staff, or ... the Maori staff ... they er ... from the local community, local community is er Maori dialect like that.
- 135 KI2 : Also the Maori speaker is the
- 136 KI4 : --from the local community, so the people is from that ... that that place, that area ... the people who are ... who the one ... er ... to be a teacher
- 137 KI2 : --Ya.
- 138 KI4 : for the children under 5 ...
- 139 KI2 : OK. ... So ... all of us agree that the main idea is 'the action to revive language'.
- 140 KI4 : Yeah.
- 141 KI2 : Er what about the group discussion? ((long silence)) Oh this is as the ... one of other inference ... er 'Language is passed from one generation to next generation'. You can see from here. ... ((laughter)) Maori
- 142 KI4 : --keep Maori skills alive after leaving the nests. As the children grow older, they will hopefully become role models to a new ge generation of young children.
- 143 KI2 : So that they want that, after they leave the nest, they can speak the Maori better.
- 144 KI4 : Yes, the Maori Maori skills, what they have learnt before.
- 145 KI2 : Yeah ...
- 146 KI4 : so the inferences is ...
- 147 KI5 : so ... we also we can conclude that ...
- 148 KI4 : language is passed on from one generation to one generation ... ((laughter))
- 149 KI2 : Oh language is spoken from generation to the ...
- 150 LL : To the next generation.
- 151 KI4 : Yeah ... they hope that after they study here we they can (pass the language)
- 152 KI2 : --((laughter)) Ya, I understand what you mean. I can say xxx ((laughter)) ((long silence)) xx
- 153 KI4 : Ya, let's go.
- 154 KI2 : --Let's go to the group worksheet. ((the discussion centers on the completion of the group worksheet))
- 155 KI5 : What what er what will ... (what should I write)? er ... related to the main idea.
- 156 KI2 : The action to reviving languages ... yeah ... ((laughter))
- 157 KI5 : And how about the inferences?
- 158 KI4 : The inferences ...
- 159 KI2 : Oh ... maybe I have one, so Welsh is the language in Wales. Er I don't know how to pronounce 'Welsh' [wels] ... and 'Wales' [weils]. Am I correct?
- 160 KI5 : Which one?
- 161 KI2 : This one, w-e-l-s-h. Welsh is the language of Wales.
- 162 KI4 : It's the factual (information), right?
- 163 KI2 : Er no ... This is the ... inferences, I guess ... Because it's not stated ... ((laughter))
- 164 KI4 : I think my inferences is what I said before but it's different (from) what you

- think. ((laughter))
- 165 KI2 : Other inference ... xx Oh maybe KI5 say that 'Romansch language is spoken by ... xx Romansch language is spoken by large number of people' ...
- 166 KI5 : Would you repeat it again? ((trying to take notes as she is the secretary))
- 167 KI2 : Romansch language is spoken by a large number ... of people ((spoken very slowly for KI5 to complete the group worksheet)) Paragraph 8 line 13 to 15.
- 168 KI5 : spoken by large ... ((still taking the notes))
- 169 KI2 : a large number of people ... ((dictating)) ((long silence))
KI4, er... have you ... already got your inferences?
- 170 KI4 : ((laughter)) The inferences ... 'Hopefully hopefully Maori children became role model to the new generation to the new generation' ...
- 171 KI5 : Maori, Maori children ... Maori ...
- 172 KI4 : Maori children ... hopefully become role model to
- 173 KI5 : new generation
- 174 KI4 : --To a new generation of young children ...
- 175 KI2 : The new generation of?
- 176 KI4 : Of young children.
- 177 KI5 : --Of young children.
- 178 KI2 : Can you give me the evidence?
- 179 KI4 : The ... evidence? ... From paragraph 2
- 180 KI2 : ((Laughter)) ((intended to be: "Are you sure it's paragraph 2? Our text consists of paragraphs 6, 7, and 8; no paragraph 2))
- 181 KI4 : Oh (not paragraph 2 but) from paragraph 7. ((long silence)) OK, ... so ... the factual information that ((intended to be: so another factual information to write is)) ...
- 182 KI5 : The Romansch was spoken in five very different dialect.
- 183 KI2 : --dialect. Ya, paragraph 8 line 13, right?
- 184 KI5 : Ya.
- 185 KI2 : and then, like KI4 said that Maori in New Zealand has been maintained (by) ... a system of so-called language nest ... Paragraph 7... I think that's the ... factual information.
- 186 KI4 : Maori in New Zealand is an organization which Maori in New Zealand has been
- 187 KI2 : --has been ... maintained ... ((trying to rephrase)) line 5 ...
- 188 KI4 : And also I added ... The staff are the staff are all Maori speaker from the local community.
- 189 KI5 : Line 5.
- 190 KI2 : Hah? /pardon?/
- 191 KI5 : Line 5 up to 7, or just line 5? ((still writing the previous factual information))
- 192 KI2 : Line 5, just line 5 ... only line 5. ((long silence)) OK, have we done? ((laughter))
- 193 KI4 : Yeah. Maybe time for (comprehension question).
- 194 KI2 : --Yeah KI5, is it the time for comprehension question?
- 195 KI4 : Er OK. Yeah, I have one ... ((laughter)) er 'Where is the staff of Maori in New Zealand come from?'
- 196 KI5 : 'Where is' what?
- 197 KI4 : 'Where is the staff' ... ((laughter))
- 198 KI2 : 'Where do the staff ... of Maori in New Zealand ... come from?' ((long silence))
- 199 KI5 : Where ... do the ... ((writing)) ... How about 'How many different dialect Romanschs have?' ... How many different dialect that Romanschs ... er ...
- 200 KI4 : 'How many dialect
- 201 KI2 : --'do the Romanschs have er ... does (or 'do')? Romansch is singular or plural? ((laughter))
- 202 KI5 : Romansch ...

- 203 KI4 : Romansch is a language, right? ... So 'How many dialects does the Romansch have?'
- 204 KI5 : --(Is it) 'does the Romansch have'?
- 205 KI2 : Ya. ... KI4, give me one ((laughter)) ... Give one question.
- 206 KI4 : Me? Oh, wait, wait ... Er I haven't finished this. 'How many dialect does Romansch have ... have spoken? ...
- 207 KI2 : Hah? /pardon?/ Oh ya. Does the Romansch spoken, not 'have' ... I think if it's 'have', it's more than one ...
- 208 KI4 : 'How many dialect does the Romansch was spoken?' (Is it) right?
- 209 KI2 : Romansch was spoken
- 210 KI5 : 'Does Romansch ... was spoken?' ((reading while writing)) ((long silence))
- 211 KI2 : It is difficult to make questions. ((laughter)) ((long silence))
- 212 KI4 : How many dialect ((writing))
((long silence; time spent for writing)) and then ((long silence; time spent for writing))
- 213 KI4 : 'What they want ... after the children leaving the nest?'
- 214 KI5 : 'What they want ... after ...'
- 215 KI4 : 'the children leaving the nest ... the language nest'
- 216 KI5 : 'What they want after the children ...
- 217 KI4 : leave ... in the language nest ...' 'After leaving the language nest' ... 'After they leave' ya /isn't it?/
- 218 KI5 : 'What they want ... after ...
- 219 LL : the children leave ...
- 220 KI5 : the language next ((KI5 mixed up 'nest' and 'next'; in the worksheet she wrote 'next'))
- 221 KI2 : Yeah ...
- 222 KI4 : the language nest. OK.
- 223 KI2 : We still have time? What about the time, KI4?
- 224 KI4 : 36 ((it's the time the stop watch shows))
- 225 KI2 : Er ... So we have to ... do ... our rehearsal. Who wants to be the first one? ... How about the speaker first? Who is the speaker? ((long silence)) So, who will be the first one? ((long silence))
- 226 KI4 : You
- 227 KI2 : Hah? (Really?) Me first? ... Er ... er maybe first of all, I will explain about the main idea that it's the it's the action to revive languages ... and then after that I will ... er prove my ... answer by giving them factual information and the inferences ... like emm ... the staff of Maori in New Zealand from the local community and then Romansch language was spoken in five different dialect. After that I will give them ... the ... comprehension questions that we ... have already make ... we ... have already made.
- 228 KI4 : Five language was spoken in different dialect, right?
- 229 KI2 : Yeah. ((long silence))
- 230 KI4 : What do you mean? Five language was spoken in different dialect? the language is ...?
- 231 KI2 : Romansch Romansch ... Romansch language was spoken in five very different dialect ... xxx Yeah, the different one is the dialect, not the language.
- 232 LL : Ya.
- 233 KI2 : Yeah ... ((laughter))
- 234 KI4 : The Romansch was spoken in
- 235 KI2 : --Yeah ... yeah ... in five different dialect. And then ... So, KI4? (your turn to rehearse now).
- 236 KI4 : My main idea is the action to revive [reviv] ... revive [revaiv] the languages ... and then ... the inference ... Maori children hopefully become role model to a

- new generation of young children.
- 237 KI2 : Yeah and then?
- 238 KI4 : OK and then more than five language ... er ... Romansch language was spoken in five different language.
- 239 KI2 : What about the question? Er are you going to give them the question?
- 240 KI4 : Yeah
- 241 KI2 : --the question
- 242 KI4 : --‘Where do staff of Maori speaker come from?’ ... and then ‘How many dialect does Romansch was spoken?’ ... and then ... ‘What they what they want after the children leave the language nest?’
- 243 KI2 : --‘What they want after the children leave in the language nest?’
- 244 KI4 : Yeah ...
- 245 KI2 : And KI5?
- 246 KI5 : OK, I will tell them about ... main idea of er part C.
- 247 KI2 : Part C.
- 248 KI5 : Yeah ... Part C ... And then give them er inferences ... and factual information ... and maybe I will ask them one, just one question about
- 249 KI2 : --Only one question?
- 250 KI5 : Yeah ... about ... yeah ... (I finish with my rehearsal).
- 251 KI2 : Er ... We have already finished ... and KI4 ... do we have time?
- 252 KI4 : 40 minutes ... 5 minutes left, right?
- 253 KI2 : Yeah ... er do you want to ask something? Er do you still confuse ... about something?
- 254 KI4 : No.
- 255 KI2 : No. So ... just end the session?
- 256 KI4 : Xxx we have to learn (check) the report from (the speaker)
- 257 KI2 : --Oh ya ... the speaker (report, please) ... ((laughter))
- 258 KI5 : Er today er ... we share about saving language part C ... and the main idea is the action to reviving languages ... and we have we have ... 3 inferences ... First is the Welsh ... is the language of Wales ... and then Romansch language is spoken by a large number of people ... and the last one is ‘Maori children hopefully become role model to a new generation of young children’
- 259 KI2 : Yeah ...
- 260 KI5 : And ... the factual information are ... ‘Romansch was spoken in five very different dialect’ and ‘Maori in New Zealand has been ...
- 261 KI2 : maintained [meinteind]
- 262 KI5 : --maintained [meinteind] ... maintained [meinteind] by a system of so-called language next ((written in her worksheet as ‘next’ not ‘nest’)) ... and then we have ... we have 3 comprehension questions. First one is ‘Where is the staff of Maori in New Zealand come from?’ Second is ‘How many dialect does Romansch was spoken?’ And the last one is ‘What they want after the children leave the language next ((written in her worksheet as ‘next’ not ‘nest’))?’
- 263 KI2 : Yeah. Thank you ... so we have finished already the discussion ... Thank you ... friend.

Data 2 Collection:

It was 5 November 5, 2008 – the fourth Jigsaw session. There were 19 students. The students’ background knowledge was activated by the teacher’s question “What comes to your mind when you hear ‘Noah Webster’? After this elicitation, the students were asked to continue with the group task: discussing the reading text ‘Noah Webster’.

The transcribed Data 2 show the expert team discussion of the key informants assigned to master Part C, a section about Webster’s influence on American pronunciation (the complete text

is in Appendix 10). All key informants were present. KI1 was the captain. KI2 was the speaker. KI3 was the secretary. KI4 and KI5 were the encourager and time keeper respectively.

Data 2:

- 1 KI1 : Ok, friends, er today we will read about the passage Noah Webster. I think we should do ... the silent reading ... Now, start.
- 2 KI1 : ((About 9 minutes later after the individual completion of the 'W' part of the worksheet)) OK everybody done? xx I think we should start with the discussion. OK, I think we should start with the discussion. Er ehm related to main ideas main discussion or purpose of the text, KI3, what you got?
- 3 KI3 : I think the main idea is about the ... the ... story ... about Webster's influence on American pronunciation.
- 4 KI1 : What? /Pardon?/
- 5 KI3 : The story.
- 6 KI1 : Oh, 'story'.
- 7 KI3 : Er ... About Webster's influence on American pronunciation.
- 8 KI1 : You ... KI2.
- 9 KI2 : Er I think the American language starts improving.
- 10 KI4 : Er I think American English was influenced by Webster.
- 11 KI1 : OK, next (person). ((intended to be: KI5, what do you think is the main idea?))
- 12 KI5 : About 'Webster discovered how inadequate the available schoolbooks were for American children'.
- 13 KI1 : and that was (those books were) created by him. I think I got the same thing with ... (the same answer as KI4's) What's what's your name again? I forgot...
- 14 KI4 : ((laughter)) KI4 (is my name).
- 15 KI1 : -- Ini KI5. Ini KI4. /This is KI5. This KI4/ ((identifying his team mates))
Er ... Ya, Webster made a big influence in the development of American English. Then related to inferences ... KI4?
- 16 KI4 : Me? Er ... My inference is 'Even though American language er ... (that has) distinct meaning and spelling and pronunciation (from British English) but the American language is developing.'
- 17 KI1 : Hmm ... From what paragraph?
- 18 KI4 : Paragraph 2.
- 19 KI1 : Paragraph 2. (What about your inference,) KI3?
- 20 KI3 : ... Not very different with KI4 ... ((laughter))
- 21 KI1 : What is it?
- 22 KI3 : --Webster wants to show the development of American English that have distinction with British English.
- 23 KI1 : --KI2
- 24 KI3 : --(It's taken) from paragraph 2 line 13 to 15
- 25 KI1 : Don't forget to write it down.
- 26 KI2 : Just the same with KI3, but ... I say that 'Webster wants the American language improved'.
- 27 KI1 : Hmm ... Good.
- 28 KI5 : I think the inference is in paragraph 2 line 2 up to 3 about 'Webster discovered books for American children'.
- 29 KI2 : Ha? /Pardon?/
- 30 KI3 : Pardon me?
- 31 KI5 : I think the inference is in er in paragraph one ... line 2 up to 3 about 'Webster discovered ... books for American children'.
- 32 KI1 : Er ... er for me I got (an inference) ... from paragraph 1 line 2 ... 'Webster was a teacher'...
- 33 LL : ((laughter))

- 34 KI1 : OK, factual information. Factual information. You again, (KI5).
- 35 KI5 : In paragraph 2 line 6 up to 7.
- 36 KI1 : Hmm.
- 37 KI5 : American Spelling Book was used in thousands of schools over a great many years.
- 38 KI1 : OK, KI3?
- 39 KI3 : Er ... From paragraph 1 line 2 up to 3: Webster discovered how inadequate the avai the available schoolbooks were for American children.
- 40 KI1 : The the in inadequacy ... That's the fact.
- 41 KI3 : He-eh /yes/
- 42 KI1 : OK, KI2.
- 43 KI2 : Er ... From paragraph 2 line 8 to 9: Webster recommended that when pupils were learning to spell, they should pronounce each syllable of a word ... separately.
- 44 KI4 : Me?
- 45 KI1 : Hmm ... (all right, tell us your factual information)
- 46 KI4 : Er Webster ... (See) paragraph 2 ... Webster's objective in most his writings is obvious ... 1, 2, 3, 4, 5, 6, 7, 8 8 line 8 ((counting the line number))
- 47 KI2 : What about you, captain?
- 48 KI1 : Er ... Actually almost the same with the main idea ... from paragraph 1. ... Er ... Noah Webster made a big influence in the ... the development of American English, I guess from ... Few men have influenced the development of American English to the extent that Noah Webster did. ... Any ... of you don't understand the following part from the text? ((trying to execute section d "I don't understand the following parts" in the worksheet))
- 49 LL : No ... ((laughing))
- 50 KI2 : Yes. I don't know what's the meaning of 'inadequate' and 'distinct'.
- 51 KI3 : Sorry?
- 52 KI2 : 'Inadequate'
- 53 KI1 : 'Inadequate' mean ...
- 54 KI3 : Er ... 'kekurangan' Ya, 'kekurangan' ((the Indonesian word for 'inadequate'))
- 55 KI1 : Not good enough.
- 56 KI2 : (What's the meaning of) Distinct?
- 57 KI1 : Distinct (means) different.
- 58 KI3 : --different.
- 59 KI1 : 'Distinct' is the synonym ... of 'difference'.
- 60 KI2 : Ya, thank you. ((laughter))
- 61 KI3 : KI5, (tell the) time.
- 62 KI1 : How how many minutes do we have actually for the discussion of the ...?
- 63 KI5 : Er ... 10 minutes.
- 64 KI2 : Ha? /really?/ We still have 10 minutes. ((laughter))
- 65 KI4 : Ya ampun /Oh my God/ ((thinking that they had only 10 minutes left)) 10 minutes for for discussion of all?
- 66 KI2 : ((laughter)) for this sharing (only).
- 67 KI1 : Oh, OK, we're **on** time ... OK. ((laughter))
- 68 KI5 : And then (time for) group worksheet (completion).
- 69 KI2 : I think this one first.
- 70 KI3 : Ya, this one first (the last part of individual worksheet) and then (we go on with) group worksheet.
- 71 KI1 : Ya ... We're moving onto the next ... 'What I will share in the home team' ((reading the line in the worksheet)) ... I think we should combine all of our answers ... Ya.
- 72 LL : Ya, yes.
- 73 KI2 : For (related to) the main idea. ... So (let's go back to the main idea)

- 74 KI1 : --What do you have again? Er again, I forgot.
- 75 KI3 : Er ... 'The story about Webster's influence on American pronunciation'.
- 76 KI4 : You mean 'The story how can ... how Webster can be influenced' ...
- 77 KI1 : 'How Webster influence (American)'. OK, you also have the same? No?
- 78 KI2 : No. 'The American language starts improving'.
- 79 KI1 : OK, OK, I got it. Now you, yeyeye ((mispronouncing the name of KI5)) you (what's the main idea you found?)
- 80 LL : ((laughter; reacting to the mispronunciation))
- 81 KI5 : Er ... About .. in ... paragraph 1 it's Webster ... ((long silence))
- 82 KI1 : Er ... ya, what is it, again?
- 83 KI5 : (My) main idea (is) 'Webster discovered how inadequate the available school books'.
- 84 KI1 : You think that's the main idea?
- 88 KI5 : Er
- 86 KI4 : --Er ... er the main idea the main idea from all our ... from all of our ...
- 87 KI5 : First
- 88 KI1 : --Er ... xx and he found it it is inadequate.
- 89 LL : ((laughter))
- 90 KI1 : It is about the story how Webster ... made a big influence ... in the development of American English ... in in American English. ... Oh no no no. No no. It's the story of ... it is a story about Webster ... Emm ... what is it again? I forgot, KI2 (repeat, please).
- 91 KI2 : The American English starts improving
- 92 KI1 : It is the story about ... how Webster made an made an improvement of American English by his influence.
- 93 KI3 : Oh 'made an improvement' (not 'made a big influence')?
- 94 KI1 : -- (I) get it (now). OK, it is the story about how Webster ... improved American English ... improved American English ... by ... his influence. ((long silence; every one was writing, completing the worksheet)) xxx ((laughter))
- 95 KI4 : Emm ... I think we have a great captain today.
- 96 LL : ((laughter)) ((long silence))
- 97 KI3 : Er ... Webster wants to show the develop of American English that has distinction ... with British.
- 98 KI1 : Ya, he wants to show the difference between American English and British ... Wait ... wait ... ((long silence)) Er ... what what what was your inferences again?
- 99 KI2 : Ha? /Pardon?/
- 100 KI1 : Inferences ... your inferences ...
- 101 KI2 : Webster wants the American English improved. From paragraph 2 line 13 up to 15.
- 102 KI1 : Hmm hmm hmm hmm ... You, (KI3) I think you should write our answer
- 103 KI2 : --(write) our answer, (KI3).
- 104 KI1 : That's right.
- 105 KI2 : Ya. (You should write our answer, KI3)
- 106 KI3 : He-eh /yes/ (yes, I should write) our answer.
- 107 KI1 : Ya ((long silence))
- 108 KI3 : KI2, er ... Webster wants the American English ...?
- 109 KI2 : The American language improved.
- 110 KI3 : The American language improved.
- 111 KI1 : Er ... ((long silence)) from ... what, from what?
- 112 KI2 : Ha? /pardon?'
- 113 KI1 : From line?
- 114 KI3 : --Paragraph?
- 115 KI2 : From paragraph 2 ... line 13 up to 15

- 116 KI4 : Er ... here xx different, right? He wants to demonstrate that that American language is developing. Er ... Here ... that American English is already developing but he wants to demonstrate it.
- 117 KI1 : Er ...
- 118 KI2 : So you mean that Webster wants to show that American English ... is developing?
- 119 KI1 : --is developing
- 120 KI4 : Ya, he wants to demonstrate ... Maybe.
- 121 KI1 : --Ooh, I see.
- 122 KI3 : Ya, it's (your inference's) not different with me, right? Not different with mine ... my question ((intended to be 'inference' not 'question')).
- 123 KI2 : --What's your inference question? ((intended to be 'So what's the difference inference?'))
- 124 KI3 : Webster wants to show the develop of American English that has distinction (with British English).
- 125 KI1 : He-eh ya, iya he-eh. /yes, yes/ So (is this our inference to keep)?
- 126 KI3 : So I should write this one?
- 127 KI4 : I ... I think almost the same.
- 128 KI2 : --Heeh /yes/ ((laughter))
- 129 KI3 : We have the same inferences?
- 130 KI1 : Iya, iya.
- 131 KI4 : Also (this one is the same) 'Even though American English, American language is different by pronunciation and meaning (compared to British English) but American English is develop'
- 132 KI1 : --Iya iya iya iya.
- 133 KI4 : Almost same. Right?
- 134 LL ((laughter))
- 135 KI2 : Yeah, almost same.
- 136 KI1 : Oh, you want to ... use ... ((intended to be "Oh you want to keep that sentence"))
- 137 KI2 : How about you?
- 138 KI1 : Me? Different from all of you
- 139 KI2 : I think er ... KI4 and KI3 ...
- 140 KI1 : have the same idea.
- 141 KI2 : --have the same idea. So ... I think we can use ... their answer.
- 142 KI1 : Yeah.
- 143 KI3 : And then the other with ... apa /what do you call it?/ ... that different (ideas) ... we can ... write it.
- 144 KI1 : Ya, ya, so ... let's minimize the answer ... combine it ... You too write you too write mine. Right?
- 145 KI3 : Oh ... wait ... wait.
- 146 LL ((laughter))
- 147 KI4 : Webster is a teacher. It is factual, right?
- 148 KI1 : No.
- 149 KI2 : (No, it's not) We can infer that (we make an inference, so it's not a fact)
- 150 KI1 : --When he turned to teaching ((confirming that the idea is not explicitly stated))
- 151 KI2 : When he turned to teaching
- 152 KI1 : He ... so he must be a teacher, right? 'When he turned to teaching' so he must be teacher. He **turned** to teaching (so) actually (it can be concluded that he is) a teacher.
- 153 KI2 : Ya. ((long silence)) xxx
- 154 KI1 : How many minutes? ... We almost finished, right? ((long silence)) xxx
Er ... factual ... Ya, I think ... time for factual (completion).
- 155 KI3 : Factual (information). Er ... Webster discovered how inadequate ((mispronounced

- as [indikwit]) ((intended to be “I keep ‘Webster discovered how inadequate the available schoolbooks were for American children’ as my factual information))
- 156 KI1 : Inadequate ((pronounced correctly [inædikwit]))
- 157 KI3 : Inadequate ((pronounced correctly)) he-eh /yes/ the available schoolbooks ... were for American children.
- 158 KI1 : OK. ... I think we should write it ... one by one. Everybody got got the same factual information, right, in in this spot?
- 159 KI5 : Mine, different.
- 160 KI1 : Different, different from all of us? (so) you, what do you have?
- 161 KI5 : American language xx American spelling book was used in thousands of schools.
- 162 KI1 : Ya, ya, OK, I think ... you just write ... xx you write your answer. I write my answer. Oh, OK. because everybody got the same ... have (different) factual information and I think it is ... it's it is all correct.
- 163 KI3 : Ya ((long silence))
- 164 KI2 : Er ... can I add an inferences ... inference ...?
- 165 KI1 : --Ya, ya, of course.
- 166 KI2 : Er ... I think I found one inference from paragraph 2 line 10 up to ... er ... 12 when we consider that his American Spelling book (was used in thousands of schools over a great many years) Er I think we can er we can say that Webster's American Spelling Book is a good book.
- 167 KI1 : Oh ya ya.
- 168 KI2 : --because it is used by (thousands of schools).
- 169 KI1 : --it is used by ... yaaaaa thousands of schools.
- 170 KI2 : Webster's American Spelling Book is a good book.
- 171 KI1 : Webster ...
- 172 KI2 : Webster's American Spelling Book is a good book.
- 173 KI1 : Webster's American Spelling Book was a good book. ((long silence))
- 174 KI5 : 'Was' a good book or 'is' a good book?
- 175 KI1 : 'Is' a good book ... Because they still use it up to now, I think. 'Is' a good book. Xx Everybody finished?
- 176 KI2 : Not yet. ((long silence))
- 177 KI1 : Oh I got one. I got one (question). ... 'What was ... discovered by Webster when he turned to teaching?'
- 178 KI2 : --What was ...
- 179 KI1 : What was discovered ...
- 180 KI2 : discovered ((writing))
- 181 KI1 : by Webster when he turned to teaching? ... And the answer is 'how inadequate the available school books'.
- 182 KI4 : We make question (only) not the answer. We can xxx I think better we xxx. It is not written in here ...
- 183 KI1 : Not in here?
- 184 KI4 : No, ... before xxx So I think they can still answer it.
- 185 KI1 : O iya iya but actually when you want to share own team, you have to mention this part ... so you share in your home team
- 186 KI2 : but er ... in factual information she said that er ... Webster discovered how inadequate the available ... school book which call *American Spelling Book* so I think they still can find the answer.
- 187 KI1 : But actually, e ... the the the other thing is ... when you when you are in your home team, you are not ... give ... you don't dictate.
- 188 KI4 : (but) retell
- 189 KI1 : He-eh /ya/, you just retell what you just get from the expert team. I mean you tell em em em /bla bla bla/
- 190 KI2 : We can retell about ...

- 191 KI1 : Ya retell ..
- 192 KI2 : ((laughter)) Ya, ya. Other question. ((laughter))
- 193 KI1 : Have you written what I what I ...?
- 194 KI2 : Not yet
- 195 KI4 : --Not yet
- 196 KI3 : 'What was
- 197 KI1 : --'What was discovered by Webster
- 198 KI3 : --discovered by Webster
- 199 KI1 : --by Webster when he turned to teaching?
- 200 KI3 : when he turned to teaching?' ((long silence))
- 201 KI1 : The other (question)? Er ... er ... (I have) no idea
- 202 KI2 : 'What is the color of Webster's book?' ((laughter))
- 203 KI5 : (Did you say) 'What is the color?'
- 204 KI2 : No No No (not a good idea to keep this question) ((laughter)) Er ... I got one.
Er ... 'What are the differences between British and American language?' Er I
guess ... we can find it in ... paragraph 2 line ... 13 to 15.
- 205 KI3 : --line 13
- 206 KI2 : to 15. Meaning, and spelling, and also distinct pronunciation.
- 207 KI5 : Er ... can we use (keep) that one (as another question)?
- 208 KI3 : Er? /pardon?/
- 209 KI5 : Can we use (keep) that one (as another question)?
- 210 KI4 : Yes, of course.
- 211 KI5 : What is ...
- 212 KI3 : What are what are ...
- 213 KI1 : What is the question?
- 214 KI3 : What are the differences between British and American language?
- 215 KI2 : Question. Give one more question. ((long silence)) xxx
- 216 KI5 : Two minutes left.
- 217 KI4 : Two minutes left (is) for the discussion or for the interview (rehearsal)?
- 218 KI2 : For discuss our group work. ((laughter)) I think it is group worksheet. We just we
just have only 2 questions I think it is OK. Let's work our group work sheet.
- 219 KI1 : Do you have the worksheet?
- 220 KI3 : Related to main idea ((intended to be: Let's start completing the main idea part in
the group worksheet))
- 221 KI2 : What about (if) you just copy and paste.
(And) while waiting for KI3, (let's go on with the part of) 'What will you share in
your home team?'
- 222 KI1 : Do I condition myself as you're my home team?
- 223 KI2 : Ya, you explain to your home team.
- 224 KI1 : Ya, I know. Do I condition myself ... I mean ... condition like kalian ini home
team? (Should I now consider you're my home team members?) ... Ya (OK, I get
it now). Er... I think I will give a ... brief ... brief review of the text. The
important part, I mean. ((coughing)) I'm sorry, the important part. I tell them the
important part so I ... wait.
- 225 KI4 : Do you want to explain the main idea?
- 226 KI1 : Emm?
- 227 KI2 : Main idea.
- 228 KI1 : No no no.
- 229 KI2 : You want (have) to explain them a little about this text.
- 230 KI1 : Ya. If if I tell about the main idea directly it is called dictation ... that is not ...
not ... (expected). So 'Few men have influenced the development of American
English to the extent ((mispronounced as [ekstem])) to the extent ((pronounced
correctly)) that Noah Webster did'. 'When he turned to teaching, Webster

- discovered how inadequate the available schoolbooks were for American children'. so that one ... er ... 'There can be no doubt that Webster is responsible for some of the characteristic features of American pronunciation'. ... 'Webster recommended that when pupils were learning to spell, they should pronounce each syllable a word ... of a word separately'. ... Er ... 'When we consider that his *American Spelling Book* was used in **thousands** of school over a great many years, it seems certain it seems certain that considerable influence on American pronunciation is to be traced back to the little blue-covered spelling book' ... 'His objective in most his writing is obvious. He wants to demonstrate the American language is developing, beside distinct meaning, and spelling, distinct pronunciation from those ... of the British English'.
- 231 KI3 : Er ... er ... I will explain a little about this text er like ... er 'How is Webster Webster's book (influential)' and then I will them the main idea, the inferences, and also the factual information. After that, I will give them some question. ...
- 232 KI4 : Er ... I'll tell to my home team about the story about Webster influence American pronunciation. And tell them about inferences and fact and then ... er ... ask about ... er ... ask them about the question. Ya, finish.
- 233 KI2 : Er ... I will er ... retell about our discussion today. Our topic today is about Noah Webster. And ... the main idea of this text is 'about the story how Webster improved American English by his influence'. And then ... we find the inferences like 'Webster wants to show the develop of American English with British English'. And then 'Webster is a teacher'. And also 'Webster's *American Spelling Book* is a good book'. Er for the factual information, we ... found that 'Webster discovered how inadequate the available school books were for American children' and er 'He recommended that when pupils were learning to spell, they should pronounce each syllable of a word separately' and also '*American Spelling Book* was used in thousands of schools'. And for the comprehension question, er we find that er 'What was discovered by Webster when he returned to teaching?' and the second one is 'What are the differences between American and British English? Thank you.

Data 3 Collection:

It was 7 November 2008 – the fifth Jigsaw session. There were 19 students. The students' background knowledge was activated by the teacher's question "What comes to your mind when you hear 'Famous People'?" After this elicitation, the students were asked to continue with the group task.

The transcribed Data 3 show the expert team discussion of the key informants assigned to master the reading materials 'Roosevelt' one of the 4 short texts under the theme 'Famous People' (the complete text is in Appendix 10). KI1 was the speaker. KI2 was the time keeper. KI3 was the captain. KI4 was the encourager (the role assigned to her) and secretary (the role assigned to KI5 who was absent).

Data 3:

- 1 KI3 : Ok friends, let's start our discussion, first, er ... we work with silent reading ... xx only 4 ... oh ya, ya, KI5 (is absent). ((long silence))
- 2 KI2 : It's already 5 minutes. 5 minutes
- 3 KI3 : How many minutes we have (for silent reading)?
- 4 KI2 : 5 minutes.
- 5 KI3 : 5 minutes left. ((long silence; silent reading continued))
((About 8 minutes after the individual completion of the 'W' part of the worksheet)) Finished?
- 6 KI2 : Ya.
- 7 KI3 : OK, let's start our discussion ... er first ... OK, let's er ... start our discussion ... er ... about the main idea ...

- 8 KI1 : Emm ...
- 9 KI3 : Er... what about you, KI1?
- 10 KI1 : I think the main idea of this text is ... it explains ... about the Roosevelt family life, and their achievements in the society.
- 11 KI3 : OK ... KI2?
- 12 KI2 : Er ... I have 2, er ... the first one is 'Roosevelt family achievements for the US', and the second one is 'Roosevelt families are important people'.
- 13 KI1 : Emm ((agreeing)) ...
- 14 KI3 : KI4?
- 15 KI4 : Me? Er ... 'When Roosevelt arrived from Holland, there was a few people live in New York'.
- 16 KI3 : And ... my ... er ... my ... my main idea is 'The story is about Roosevelt family ... And (now let's) move to ... the inferences ... What about you, KI2?
- 17 KI2 : Er ... from paragraph 3 line 15 up to 16.
- 18 KI3 : Emm
- 19 KI2 : -- Er ... I found that the inference is 'Most of the Roosevelt families became president of the US'.
- 20 KI3 : Yes, OK ... KI4?
- 21 KI4 : I haven't got (any inferences)
- 22 KI3 : Er ... I get inference ... from ... paragraph er ... paragraph ... 2 ... and ... 3 ... er I ... I pick the inference from ... apa ya? /how should I say it?/ ... all of the ... passage ... I pick one ... and the inferences is 'Roosevelt ... family have big influence ... have big influence in America's development'.
- 23 KI4 : 'Roosevelt families?'
- 24 KI3 : 'Have ... big influence ... in American ...'
- 25 KI4 : 'Big influence?'
- 26 KI3 : He-eh /yes/ ... 'influence in American development' ... What about you, KI1? Your inferences.
- 27 KI1 : Inference ... ((coughing)) Aduh /oh/ ya er ... what I have is ... 'In the middle, in the middle of the 18th century, New York ... had become bigger than before'.
- 28 KI4 : That's it?
- 29 KI1 : Ya.
- 30 KI4 : I put it in the factual information of mine ((laughter))
- 31 KI1 : ((laughter))
- 32 KI4 : (but) I don't know if (it's) correct.
- 33 KI2 : 'In the middle of' what?
- 34 KI1 : 'In the middle of the 18th 18th century, New York had become bigger than before'.
- 35 KI2 : Which one?
- 36 KI1 : Er
- 37 KI3 : --third third paragraph.
- 38 KI1 : --Ya, er paragraph 1, the third line ... by the middle of the 18th century, when New York had become bustling port of 25,000.
- 39 KI3 : That's all?
- 40 KI1 : Yuuk /yes/ ...
- 41 KI3 : ((laughter)) OK, (let's) move to ... (the discussion of) the factual information ... Ya. Your factual information, KI4?
- 42 KI4 : My factual information (is) 'In the middle of the century, in the 18th century, New York had become a bustling port ... port of 25 ... er 25 hundred (oh, not hundred but) thousand'
- 43 KI3 : KI2, (what's your factual information)?
- 44 KI2 : The first Roosevelt come to New York from Holland in 19, eh /sorry/, in 1640 ... paragraph 1, line 1 ... the first and the second line.

- 45 KI3 : Emm, OK. KI1 (what's yours)?
- 46 KI1 : 'Theodore and Franklin Delano were ... the presidents of the US ... were the presidents of US'.
- 47 KI4 : Ya, (it's) factual information.
- 48 KI1 : ((laughter))
- 49 KI3 : Er ... 'The Roosevelt ... Theodore and Franklin Delano ((pronounced [delon]))... became presidents of the US'.
- 50 KI1 : Yes.
- 51 KI3 : --Paragraph 3, line 15 to 16.
- 52 KI4 : --The last line, right?
- 53 KI3 : Yes ... And ... part D. Part D. (Let's go on with part D of the worksheet "What I don't understand?"
- 54 KI1 : Understand ... no question ((pronounced [kweʃən]))
- 55 KI4 : Maybe we don't have any (problems) ...
- 56 KI3 : So we have to ... we have to ... decide our main ... er ... apa? /How should I say it?/ conclude
- 57 KI1 : --Conclude
- 58 KI3 : --he-eh /yes/ conclude our main idea, inferences and fact ... Ya, this one first, main idea.
- 59 KI1 : Related to inferences.
- 60 KI4 : Group worksheet
- 61 KI3 : Er ... not yet, not yet, Er ... this (one) first. (Let's do) this (one) first ... Individual worksheet first and then ...
- 62 KI4 : and anticipation question? ... No?
- 63 KI3 : Yeah, he-eh. /yes/ (we also need to make the questions)
- 64 KI2 : 'What I will share (in the home team)'. (Now,) what about er ... (what's the) main idea?
- 65 KI4 : I think I agree with you that ... the main idea is about ... yeah ... Roosevelt family ... the story of Roosevelt family.
- 66 KI3 : You, KI1?
- 67 KI1 : Ya ... er ... 'The story ... of Roosevelt family ... life, and their achievement'. Ini story ya achievement ini ... (it's the story and also the achievement of Roosevelt) ((laughter))
- 68 KI3 : So the main idea is ...
- 69 LL : 'The story ... about of Roosevelt' ((long silence; writing, completing the worksheet))
- 70 KI3 : family or families?
- 71 Dd : Families, families.
- 72 KI3 : Families ya. And ... the inferences?
- 73 KI2 : The inferences is the same as before.
- 74 KI1 : Yeah.
- 75 KI3 : Apa? /Pardon?/
- 76 KI2 : We can copy it ... right?
- 77 KI1 : No, I think I think we should we should combine it, if we can ... from you and me, because I I get your point.
- 78 KI3 : Combine ... apa /or/ make into one sentence?
- 79 KI1 : Make into one sentence.
- 80 KI2 : Inferences ((inviting to start with inference section))
- 81 KI4 : What is your inferences?
- 82 KI2 : My inference is 'Most of the Roosevelt families become president of the US'.
- 83 KI4 : 'Most of the ...
- 84 KI1 : Oh ...
- 85 KI2 : Yeah, 'Most of the Roosevelt (become president of the US)'.

- 86 KI4 : This one er ...
- 87 KI3 : I think ...
- 88 KI2 : Yeah, from that one ... just write it, right?
- 89 KI3 : OK ... So ... we have 4 inferences.
- 90 KI1 : --Yeah yeah yeah ... so no com(bination) ... no no combination. ((long silence))
- 91 KI3 : What is your inferences?
- 92 KI2 : 'Most of the Roosevelt families become president of the US'. ((in her worksheet, 'became' is written but she read it 'become')) ((long silence))
- 93 KI3 : Become?
- 94 KI2 : Became, became ... ((long silence))
- 95 KI1 : What you have, KI4?
- 96 KI4 : I think ... it's ... almost the same of you ... er ... 'become' ... 'become'. 'Many people now live in New York'.
- 97 KI2 : Ha? What? /Pardon?/
- 98 KI4 : I got it from the ... this one ...
- 99 KI1 : Yeah ... we can just ... put ... your ... answer in mine (our group worksheet) ... 'In the middle of 18th century, New York had become bigger than before ... It's I think it's the same idea, right?
- 100 KI3 : --Ya
- 101 KI1 : --He-eh /yes/. You, captain?
- 102 KI3 : Er ... 'Roosevelt have ... big influence ...
- 103 KI1 : Ehem.
- 104 KI3 : in American development'
- 105 KI1 : 'made ... big influence
- 106 KI3 : He-eh /yes/
- 107 KI1 : influence ((the students are writing, completing the worksheet))
- 108 KI3 : in American ... development'.
- 109 KI4 : Development or developments?
- 110 KI3 : Development
- 111 KI1 : Development ... 'In the middle of the 18th century ...
- 112 KI2 : 'New York had become bigger than before'
- 113 KI1 : --'New York New York had become **bigger than before**' ((pronounced with emphasis and slowly))
- 114 KI3 : '18th century'?
- 115 KI1 : Hmm... 'New York had become bigger than before'
- 116 KI4 : It's can be inference also can be factual, isn't it?
- 117 KI1 : Er ...
- 118 KI4 : --What do you think?
- 119 KI1 : --I think ...
- 120 KI2 : No.
- 121 KI1 : --No, because ...
- 122 KI2 : --No, because here in the passage, er ... it just said that ... 'when New York had become a bustling port of 20,000, there were fifty Roosevelt families'
- 123 KI1 : So you've got you've got to use your ... use your ...
- 124 KI2 : our own words
- 125 KI1 : Logic ... your logic ... if ... they say ... 18th century, 25,000 bustling, it must be ... big, right?
- 126 KI2 : Yeah.
- 127 KI1 : Ha (Yes, that's it.) ...
- 128 KI3 : And then ... the fact factual information ((long silence; students are writing))
- 129 KI4 : Excuse me, could I ask something? You know, what does it mean er... Isaac

- ((pronounced [isek])) is one of the company name?
- 130 KI1 : Isaac ((pronounced [aisek]; correcting KI4's pronunciation))
- 131 KI4 : It's the name of the ... (company?)
- 132 KI1 : --It's the name of the Roosevelt ... one of the Roosevelt ... Isaac, a trader who ended his business. This one, Isaac ... This one ...
- 133 KI3 : Yeah.
- 134 KI1 : I think it's the name of a of a Roosevelt, of a guy ... He's one of the Roosevelt ... a trader. He is a trader. ((long silence; writing))
- 135 KI3 : What about your fact?
- 136 KI1 : 'Theodore and Franklin Delano were ... the presidents of US'
- 137 KI3 : --Oh iya /oh yes/
- 138 KI3 : KI4? (what's) your factual information?
- 139 KI4 : Er ... my fact ... I have 2 ... 'In the middle of the 18th century and bla bla bla' and then the second: 'Roosevelt Theodore ((pronounced [ðə-oudə])) and Franklin ... Delano became president of the US'.
- 140 KI1 : Hmm... the same.
- 141 KI3 : Er ... your first ... er ... factual information. From what line (is it taken)?
- 142 KI1 : No, no, the first one is not... actually ... er ... it's not actually a fact ... not a fact, captain.
- 143 KI3 : --The inference
- 144 KI1 : --Er ... inference he-eh /yes/...
- 145 KI3 : KI2?
- 146 KI2 : The first one ... er factual information, right?
- 147 KI3 : He-eh /yes/
- 148 KI2 : 'The first Roosevelt come to New York from Holland in 19 ... in 16 ... 40'
- 149 KI3 : 'The first Roosevelt'?
- 150 KI2 : 'Come to New York' ... eh /sorry/, came ... came to New York... from Holland ...
- 151 KI1 : Ehem ...
- 152 KI2 : In 16 ... 40. 1640. ((long silence; writing))
- 153 KI3 : OK, now ... er we make comprehension question.
- 154 KI4 : 'When the first ... the first Roosevelt came to New York?' ((laughter))
- 155 KI1 : Yeah, yeah.
- 156 KI3 : 'When was?' Iya? /Is it 'When was'?/
- 157 KI4 : --Ya, 'When was ...' ((long silence; writing))
- 158 KI3 : Eh /sorry/ 'When was' apa 'When did' ya? /Is it 'When was' or 'When did'?/ 'When did' ya? /Is it 'When did'?/
- 159 KI1 : 'When ... the first' ...
- 160 KI3 : 'When did' ...
- 161 KI1 : Yeah, 'When did' ...
- 162 KI3 : (there is) 'come' here. 'When did ... the first Roosevelt come to New York?' ... 'Who are the name of Roosevelt that become president?'
- 163 KI1 : 'Who are the president', eh /sorry/, 'Who were er ... er salah salah /it's wrong/... who...
- 164 KI2 : 'Which Roosevelt' ...
- 165 KI1 : 'Which Roosevelt' he-eh /yes/ ...
- 166 KI3 : HKI4? /Pardon?/ Which Roosevelt?
- 167 KI1 : He-eh /yes/... 'Which Roosevelt became the president', eh /sorry/ ... 'Which Roosevelt ... was the president', er ...
- 168 KI2 : 'Was the president of' ...
- 169 KI1 : Yeah.
- 170 KI3 : of the US ...
- 171 KI2 : It's 2 (Roosevelts), right? 'were' ... ((intended to be: Is it correct if 'were' is

- used?))
- 172 KI4 : 'were' ... iya ...
- 173 KI1 : 'Which, Roosevelt, Roosevelt' ...
- 174 KI3 : 'Roosevelt' with 's'?
- 175 KI1 : 'Which Roosevelts'
- 176 KI2 : 'Which ...
- 177 KI1 : Roosevelts' ...
- 178 KI2 : 'Which Roosevelts' ...
- 179 KI1 : 'were ... the president ...
- 180 KI3 : 'were the president
- 181 KI1 : --of the US'.
- 182 KI2 : 'Were the president of the US'.
- 183 KI1 : 'Which which Roosevelts were the president of ... the US?' ((KI1's humming))
- 184 KI3 : KI2, our factual ((intended to be: Could you tell me the factual information?))
- 185 KI2 : 'The first Roosevelt came to New York from Holland in ... 1640' ((KI1's humming))
- 186 KI4 : What other question? ((KI1's humming)) 'When New York became bigger'? ((laughter))
- 187 KI3 : Is that OK?
- 188 KI4 : No, you can find the another question.
- 189 KI1 : Er ...
- 190 KI3 : 'What is ... the story about?' ((laughter))
- 191 KI1 : Ya ya ya.
- 192 KI2 : Er what? /pardon?/
- 193 KI3 : 'What is the story about?'
- 194 KI1 : I think it should be the first question
- 195 KI4 : 'What is the story about?' ((completing the worksheet))
- 196 KI3 : Ya, finished. Finished. Ya. Finished with individual worksheet.
- 197 KI2 : Group worksheet first, I guess.
- 198 KI3 : Ya, he-eh /yes/ So we ... work with ((the main idea part of the group worksheet))
- 199 KI4 : OK, what I write here (in the group worksheet) ... related to the main idea (is) ... 'The story of ((reporting what has been written))
- 200 KI3 : -- Ya. 'The story of ... ((laughter))
- 201 KI4 : 'The story of ... the story of a family' ... (the story of) 'Roosevelt family?
- 202 KI3 : Roosevelt family.
- 203 KI4 : 'Families'?
- 204 KI3 : Ya, 'families'
- 205 KI4 : Just one main idea, right?
- 206 KI2 : Ya ya.
- 207 KI4 : OK, the inferences?
- 208 KI2 : 'Most of the Roosevelt families became president of the US'
- 209 KI4 : 'Most of ... Roosevelt families ... became president ... of the US' ((writing, completing the group worksheet)) Xxx ((laughter)) ((most probably off-task talk, as they don't want it to be recorded))
- 210 KI2 : It's already 25 (minutes)
- 211 KI3 : OK and then what else? ...
- 212 KI4 : And then ...
- 213 KI3 : 'Roosevelts have big influence in American development'
- 214 KI2 : This round xx forward
- 215 KI1 : This is xxx sound here xx recording now. ((laughter)) ((talking about the recorder))
- 216 KI4 : Roosevelt families. Why don't we (Must it be) 'Roosevelt families'. Just

- ‘Roosevelt’ ((pronounced [rosəvelt])) is OK?
- 217 KI3 : Iya.
- 218 KI2 : Roosevelts with ‘s’
- 219 KI3 : He-eh /yes/ with ‘s’
- 220 KI1 : **R**oosevelts ((pronounced differently: [rousevelt]))
- 221 KI4 : Have big influence in American development. ((writing)) OK, that’s enough and the factual (information) ...
- 222 KI2 : Er ... no no no, you forget one. ‘In the middle ((reminding another inference to write))
- 223 KI4 : and then ‘In the middle of ((accepting; writing the sentence))
- 224 KI3 : --Ya, ‘In the middle of ...
- 225 KI4 : -‘In the middle of 18’ ... ‘In the middle of 18 ...’, that’s it?
- 226 KI3 : 18
- 227 KI4 : 18?
- 228 KI3 : 18th century ... I mean ... New York had became ... bigger than before ((still ‘dictating’ the secretary)) ((long silence))
- 229 KI4 : All right.
- 230 KI3 : Now, factual information. ... Er ... From line 15 and 16 ... Two Roosevelts ... Oohhh (I get it now) ((laughter))
- 231 KI4 : What’s wrong?
- 232 KI3 : ((laughter)) Just write er ... just ... apa /what should I say?/ ... write it. Here two ... most of the Roosevelt ((realizing at last that from the stated sentence in the text ‘Two Roosevelts’ KI2 gets ‘Most of Roosevelt families became president of the US’))
- 233 KI4 : Two Roosevelts ... Oh, this one ...
- 234 KI3 : He-eh /yes/... from line 15 to 16. ((then the teacher’s voice reminding the students to start with the next step – rehearsal time))
- 235 LL : Oh iya ((intended to be: Oh my God, we forget it; it’s already time for rehearsal))
- 236 KI1 : (It’s time for) Rehearsal.
- 237 KI4 : And Franklin ... De ... lano ((pronounced [de-lano]))
- 238 KI3 : Delano ((pronounced [delon]))
- 239 KI1 : Delano ((pronounced [dəlano])) (not) Delon ((pronounced [delon])) ((laughter)) Delon ((pronounced [delon])) itu Indonesia Idol, man
- 240 KI3 : ((laughter)) I don’t know (the correct pronunciation).
- 241 KI4 : What else? Hurry up.
- 242 KI3 : Er ‘The first ... Roosevelt ... came to New York from Holland in ... the first ... in 16’ .. er ... ((dictating)) came in ...
- 243 KI2 : to New York in 1640’
- 244 KI4 : OK, so we have done ... Er ...
- 245 KI2 : Questions. Comprehension questions.
- 246 KI3 : So we just write two factual information, right?
- 247 LL : Yes.
- 248 KI4 : ‘When did the first Roosevelt ... come to New York?’ ‘come to New York’ ... ((writing the first question for the group worksheet)) ((KI1’s humming))
- 249 KI2 : Captain, 10 minutes left.
- 250 KI3 : OK. Er ... KI4 (finished writing?)
- 251 KI4 : Hmm? ((laughter))
- 252 KI2 : KI4, come on.
- 253 KI1 : Ardilla ... ((teasing KI4 as her nickname is similar to Ardilla, an Indonesian singer))
- 254 KI4 : And the next question, please ...
- 255 KI2 : ‘Which Roosevelts [rosəvelt] were the president of US?’

- 256 KI4 : 'Which' ... 'Which is?'
- 257 KI1 : --Roosevelts ((pronounced [rousevelt]))
- 258 KI2 : --'Which' just 'Which' (without 'is'). Roosevelts [rosəvəlt] with 's'
- 259 KI4 : Was ...
- 260 KI2 : Were the president ...
- 261 KI4 : Were?
- 262 KI2 : Were the president ...
- 263 KI4 : the president
- 264 KI2 : of US'
- 265 KI3 : And then, what else?
- 266 KI2 : 'What is the story about?'
- 267 KI4 : OK, done (the group worksheet is completed).
- 268 KI3 : OK then let's start rehearsal ... Start from KI1
- 269 KI2 : KI1 should repeat it once.
- 270 KI3 : Ha? /Pardon?/
- 271 KI2 : KI1 ... (should repeat it once)
- 272 KI1 : Yeah, I should repeat ...
- 273 KI3 : O iya. You're the speaker (KI1, you're the speaker, so you should report)
- 274 KI1 : So 'What ... will we share... what we will share in the home team ((reading the line in the worksheet)). Related to the main idea. Er, the text is about 'The story of Roosevelt Roosevelt families'. And then related related to inferences er ... 'Most of the ... most of Roosevelt families became president of the US'. 'Roosevelts have ... big influence in American development'. 'In the ... and in the middle of the 18th century NY had become bigger than before'. Related to factual information, (it's) 'Roosevelt Theodore and Franklin Delano became ... president of the US'. And 'The first Roosevelt came to New York in 1640'. Xxx ((giggling))
- 275 KI3 : OK (let's continue).
- 276 KI4 : OK, evidence? (Is it time for the EVIDENCE part in the worksheet?)
- 277 KI1 : Yeah. The evidence part ... Hm, iya /yes/ done.
- 278 KI3 : Finished? (we don't need to write the evidence?)
- 279 KI1 : We ... we don't have to tell the question ((intended to be 'evidence' not 'question'), right?)
- 280 KI4 : No (your opinion is wrong). We have to (write the evidence).
- 281 KI1 : Oh, er we have to? Oh ya ... er ... The evidence, the evidence (section) means ...
- 282 KI3 : Evidence (section) is ... Oh ya.
- 283 KI1 : We have to write the (number of the) paragraph (where the facts and inferences are found)
- 284 KI3 : He-eh he-eh /yes, yes/ Paragraph for the fact or inference? (Do we have to write the evidence for factual information or inferences?)
- 285 KI2 : Both of them. 'Go back to part one and write ... ((reading the line in the worksheet for 'Evidence' part)).
- 286 KI3 : Er ... 'Roosevelt have big influence' itu come from paragraph? ((intended to be: Where does the inference 'Roosevelt have big influence' come from?)).
- 287 KI1 : All ... it can be summed up to all.
- 288 KI3 : Iya ((doubtful voice))
- 289 KI1 : All dong he-eh /yes, summing up all information/
- 290 KI4 : 'What what what /pardon pardon pardon?/ ... from ...
- 291 KI2 : Oh ... we just write the paragraph.
- 292 KI3 : And then 'Most of the Roosevelt families' ... ((trying to find the evidence for this inference))
- 293 KI2 : KI1 can start (the rehearsal), please

- 294 KI3 : Ha? /Pardon?/ Start ... start what?
- 295 KI2 : The rehearsal.
- 296 KI3 : Oh. Wait, wait, wait. The anu apa ... /I mean/ What paragraph, what line (do we get those facts and inferences from?)
- 297 KI1 : We haven't (written that one)?
- 298 KI4 : We are not write it (we haven't written it).
- 299 KI1 : So we just skip that one.
- 300 KI4 : We just skip.
- 301 KI3 : OK. Rehearsal.
- 302 KI4 : Er the text is about Roosevelt and then the main idea of the text is er ... 'The story of Roosevelt families' and then the inferences is 'Most of Roosevelt families become president of the US' and then ... the next, 'Roosevelt has big influence in American development' and then for the factual information ... we have ... the factual information ... the first: 'Roosevelt Theodore and Franklin Delano became president of the US and then the second 'The first Roosevelt came to New York in ...
- 303 KI1 : From Ho(lland)
- 304 KI4 : -- 14 ... ((intending to say '1640') Ha? /Pardon?/
- 305 KI1 : **From Holland.** The first Roosevelt come (to New York) **from Holland** in (1640's) ((telling there should be 'from Holland')) ...
- 306 KI2 : 'Came' ... not 'come'
- 307 KI1 : Iya /yes/, 'came'
- 308 KI2 : 'Came' ((laughter)). You said 'come'
- 309 KI3 : --You said 'come' ((more laughter))
- 310 KI2 : And then the comprehension questions? We got three. First, 'When did the first Roosevelt come to New York?' And ... then the second 'Which Roosevelts ... were the president of the US?' and the third 'What's the story about?' OK. 5 minute left.
- 311 KI1 : Rehearsal, rehearsal. Captain (your turn)
- 312 KI3 : Er er ... I share in home team. The first, the first related to main idea: 'The story ... of Roosevelt families' and ... [for] the inferences, er ... we have three. 'Roosevelt ... has big influence in American development'. Second: 'Most of the Roosevelt families became the president of US' and then the third ... 'In the middle of 18, New York ... had became bigger than before'. And then related to factual information: 'Roosevelt Theodore and Franklin Delano ((pronounced [delano]) Eh iya, bener /Oh yes, I have pronounced it correctly/ ... ((being afraid of mispronouncing it [delon])) ((laughter)) Became president of the US and second ... the first Roosevelt came to NY from Holland in 16 ...
- 313 KI1 : 40.
- 314 KI3 : 40 and then (for) comprehension question. First: 'When did the first Roosevelt come to New York?', er ... second
- 315 KI1 : came
- 316 KI2 : Come ... come ... (there is) did (so it's 'come')
- 317 KI1 : Oh ya, lupa /oh yes, I forget it/
- 318 KI3 : Second (question is) 'Which Roosevelts were the president of the US?' and third 'What is the story about?' Ya, KI4?
- 319 KI4 : Already ((telling she has got her turn to rehearse))
- 320 KI1 : Me me me. ((telling that it's his turn to rehearse)) What we will share in the home team is related to the main idea is 'The story about the Roosevelts'. Related to inference information and facts. ((The teacher's voice telling the students that it's time for the quiz))
- 321 KI3 : Stop stop. Maam (teacher) said (it's time for the quiz).

- 322 KI1 : -- Inferences er ... ((refusing to stop)) ((laughter, as KI1 kept rehearsing))
 'In the middle of the 18th century, New York had become bigger than before'.
 Second (is) 'Most of them the Roosevelts become the president of the US', and
 third (is) 'Roosevelt make a big influence ... in American development'. For the
 factual, I have two. 'Theodore and Franklin Delano ... were ... the ... presidents
 of the US' and ... 'The first Roosevelt came to New York from Holland in ...
 1640' and the ... comprehension questions: 'When did the first Roosevelt come
 to New York?', 'Which Roosevelts were the presidents of the US?' and 'What is
 the story about?'
- 323 KI2 : Ya. Er I will share I will explain and tell about the story of the Roosevelt
 families, and then ... I give them inferences like 'Most of Roosevelts became
 president of the US' and 'Roosevelt has a big influence in American
 development'. And also: 'In the middle of the 18th century, New York had
 become bigger'. And the second one I will give factual information that 'The
 first Roosevelt come ... came to New York from Holland in 1640s' and
 'Theodore and Franklin Delano became became the president of the US. After
 that I will ask them some question like 'What is the story about?' and ... 'When
 did the first Roosevelt come to New York?', and also 'Which Roosevelts were
 the president of the US?'
- 324 KI1 : Yes.
- 325 KI3 : OK, thank you.

Data 4 Collection:

It was 12 November 2008 – the sixth Jigsaw session. There were 18 students. The students' background knowledge was activated by the teacher's question "What comes to your mind when you hear 'When women vie with women'? After this elicitation which was preceded by the teacher's ensuring the meaning of 'vie', the students were asked to continue with the group task: discussing the reading text entitled 'When women vie with women'.

The transcribed Data 4 show the expert team discussion of the key informants assigned to master Part C, paragraphs 5 & 6 of the text 'When women vie with women' (the complete text is in Appendix 10). All key Informants were present. KI1 was the time keeper. KI2 was the secretary. KI3 was the speaker. KI4 and KI5 were the encourager and captain respectively. At the beginning of the expert team discussion, KI1's role was taken over by KI4 temporarily as KI1 came late (see Turn 60).

Data 4:

- 1 KI5 : OK, friends, now, let's start with ... silent reading.
- 2 KI4 : Er we have 10 minutes for silent reading and individual completion.
 ((About 10 minutes after the individual completion of the 'W' part of the
 worksheet)) (It's) 10 minutes already. I think we have to discuss now because xx
 we have to discuss it.
- 3 KI5 : KI3 ... have you finished?
- 4 KI3 : Ya. Er ... I think ... the text is about ... er 'Competition among women' er ... ya
 'Competition among women'.
- 5 KI5 : What about you, KI4?
- 6 KI4 : Me? Er ... 'Many er many women have different experience during the
 competition'
- 7 KI5 : What about you, KI2?
- 8 KI2 : Er ... I don't have (I haven't got the main idea) ...
- 9 KI5 : Er ... I think this part, in the first paragraph is tell about friendship between
 women and ya, maybe it's ... after (besides) friendship it also ... tells about ... the
 com the competition.
- 10 KI4 : So, so what's your main idea, Captain?

- 11 KI5 : I think it's about friendship and competition between women.
- 12 KI4 : Oh 'friendship and competition between women'. OK.
- 13 KI5 : And er ... how about the inferences, KI2?
- 14 KI2 : Ya, er ... 'We shouldn't have to kill each other if we want to success' er ... I think ... I get it from ... paragraph 5 line 5 up to ... 7. ((long silence))
- 15 KI5 : Er ... er how about you, KI4?
- 16 KI4 : Wait, wait ... wait, Captain.
- 17 KI5 : OK, OK. ((laughter))
- 18 KI3 : May I ... er ... say my ... inferences first?
- 19 KI5 : O ya, it's OK.
- 20 KI3 : Er I think in paragraph er ... line 2 ... up to ... 6 we can infer that ... er to succeed women must help each other and have generosity.
- 21 KI4 : --ah directly (exactly) I want to say that. ((laughter))
- 22 KI2 : Er ... but I think I think it's also the same with me too.
- 23 KI5 : Ya, so we have ... the same (inferences) ...
- 24 KI4 : (we have the same) Inferences?
- 25 KI5 : About ... ya (the same inferences). About my inferences, maybe ... in ... line 1, 2, 3, 4 up to ... 8. Not 8 but 7 er er in this line ... that it tells about er that Renee and
- 26 KI4 : --2 minutes left, Captain.
- 27 KI5 : OK, OK. 'Renee and Julie are er were best friends and they work work in the same place'.
- 28 KI3 : And factual information?
- 29 KI5 : Er ... Oh, ya. I have the factual information in line in er ... line er ... 9 9 up to 10 ... er ... may be a tendency for women to be more jealous of one another than men are of their colleagues, says Niles Newton, a scientist at Northwestern Medical School.
- 30 KI3 : How about you, KI4?
- 31 KI4 : Yes, for factual information or the inferences?
- 32 KI3 : Factual information.
- 33 KI4 : Well, er factual information, my factual information er ... Lawyers Renee ... Renee Berliner Rush, and then Julie Anne Banon, they became best friends while working for a Manhattan executive-search firm.
- 34 KI5 : What about you, KI2?
- 35 KI2 : Er ... Mary McCarthy is 42 years old and she is a senior vice president at MGM/UA Communications in Beverly ... Hills. Paragraph 5 line 3 ... up to ...
- 36 KI3 : Paragraph 5.
- 37 KI5 : How about your factual information, (KI3)?
- 38 KI3 : My factual information is in line 15 to 16 e ... Women have to understand that being competitive with someone doesn't mean you don't like them. And Men ... can be competitive and still be friends
- 39 KI5 : So we have different factual information.
- 40 KI3 : Ya, I think it's OK for factual information even though it's different, right?
- 41 KI5 : How about the ... the apa /What do you call it?/ (The part of) 'What we don't understand'
- 42 KI4 : 'What we don't understand'
- 43 KI5 : Do you have problem with ... this part?
- 44 KI4 : Er ... I think I'm still confused (about this task) Ya, (this part which says) 'I don't understand the following parts'.
- 45 KI3 : Er you can read apa oh not read but write under this ((intended to be: You can write what you still don't understand in this section)).
- 46 KI4 : -Oh ya, this one, right? OK, thank you, KI3. That's nice remind. ((laughter))
- 47 KI5 : How many how many times left?

- 48 KI4 : Now we already (spent) 15 minutes.
- 49 KI3 : We have ... we ... must move to ...
- 50 LL : (to the part of) 'What I will share'
- 51 KI5 : Or we do the group work sheet?
- 52 KI3 : No, no, no, we did it ((intended to be: "the part of *What I will share*") first, er we do it first.
- 53 KI4 : (It's time for) Anticipation questions, right? We have to er ... do group worksheet. xxx No, no, no, what I will share first. xxx It's up to you ((laughter))
- 54 KI5 : OK so ... er how about the the main the main ideas. 'Friendship and competition among women'. Are you agree? All of us agree with er
- 55 KI4 : 'Friendship and competition'
- 56 KI3 : 'Friendship and competition among women'. I think it's better if we combine it.
- 57 KI4 : Ya. How about yours?
- 58 KI5 : KI3, it's about competition, right?
- 59 KI2 : 'Competition among women'.
- 60 KI4 : Oh I have ... Oh KI1, where have you been? ((KI1 just comes and joins the group))
- 61 KI3 : You, as the time keeper.
- 62 KI4 : The main idea (it's what) we discuss now ((telling KI1 the group's progress))
- 63 KI5 : --Now (it's time for the section of) 'What I will share, what I will share.
- 64 KI2 : We should let KI1 ... read it first. ((long silence; giving time to KI1 to read the text))
- 65 KI4 : Er ... KI5, my main idea is ... er 'Friendship and competition among
- 66 KI5 : --among woman'
- 67 KI4 : --among woman' 'among woman' and then ((intended to 'but')) KI3 KI3 say 'among women'
- 68 KI3 : 'Competition among women'.
- 69 KI4 : --'Competition among woman' and then mine is er ... 'Many women have many different experience during the competition'. And then KI2
- 70 KI2 : I have nothing.
- 71 KI4 : So what you think ... should we combine our (answers) ... ? ((laughter))
- 72 KI1 : Oohh OK, OK, OK.
- 73 KI2 : He should read it first ... er ya ... ((laughter)) ((long silence))
- 74 KI4 : (It's) Better (for KI1 to) read (it first as he came late). ((long silence; waiting for KI1 reading))
- 75 KI1 : OK, what is your (main idea, KI4)?
- 76 KI4 : Er mine er my main idea (is) 'Many women have different experience during the competition ... competition'.
- 77 KI1 : During competition in what?
- 78 KI4 : Er? /pardon?/ During competition?
- 79 KI1 : Any competition not work competition.
- 80 KI4 : Ya, any competition. Competition can be (anywhere).
- 81 KI3 : No. I think ... in this passage ... work competition, right?
- 82 KI1 : --work competition. In this part it's explained There may be a tendency for women ...
- 83 KI5 : Ya, in this part ... especially
- 84 KI1 : --Oh I think it's wilder than than this one I think it is wilder in this world. There maybe a tendency for women to be more jealous of one another than men are of their colleagues.
- 88 KI4 : --colleagues. At the paragraph 5 it is it is at work and then
- 86 KI1 : --'colleagues' I think I mean 'friend at work' ya berarti 'friend at work' ((confirming that the competition is limited to work field)) ya berarti /that

- means/ at work.
- 87 KI4 : and then
- 88 KI1 : --Ya ya ya (it's work competition)
- 89 KI3 : Er ... 'Competition among women'
- 90 KI1 : The the the the main idea
- 91 KI5 : I think (it's) friendship and competition. Ya ya ya
- 92 KI1 : OK I think I think if we share in our home team xx er I think it's ... women ...
women
- 93 KI4 : Sorry? xxx
- 94 KI1 : Women ...
- 99 KI4 : What you want to say?
- 96 KI1 : I think it explains about women ...
- 97 KI3 : Behavior?
- 98 KI1 : Behavior naaaa /yes! That's the word!/ ((laughter)) Women behavior.
- 99 KI3 : Women behavior ... er ... in ... work ...
- 100 KI1 : Women behavior ...
- 101 KI3 : In in work competition
- 102 KI2 : --In work competition
- 103 KI1 : --in work competition xx Women behavior ... while competing at work
with another women. Oh 'while competing at work with another woman'. Ya, OK.
- 104 KI4 : So women ... behavior
- 105 KI2 : --So women ... behavior
- 106 KI1 : --Women behavior ... **when** bukan **while** when competing other women ...
at work
- 107 KI3 : --'when competing with other women'
- 108 KI1 : Ya ya ... at work
- 109 KI4 : Among woman? Sorry, how many minutes left?
- 110 KI1 : Er ... how to read to read (know the time from this stopwatch) I don't know how
to read ((operating the stopwatch to see the time))
- 111 KI4 : One minute left. ((helping KI1))
((Then the teacher's voice reminding the discussion will be over in 15 minutes))
OK, going to the inferences.
- 112 KI5 : For the inferences and factual (information) we can combine it.
- 113 KI2 : But me, KI3 and KI4 have the same inferences.
- 114 KI4 : --same inferences
- 114 KI3 : --same inferences
- 116 KI4 : My inferences 'When we work together we should help each other'
- 117 KI3 : Er ... Mine ... (is) 'Women must help each other and
- 118 KI2 : And mine I think 'We shouldn't have to kill each other if we want to success'. So
almost the same (as yours).
- 119 KI5 : Er ... women must help one another?
- 120 KI2 : The point is 'we should help ... er we should help one another' ((long silence))
- 121 KI1 : I I have the same with all of you
- 122 KI3 : No no no. Which sentence we must write?
- 123 KI2 : The best one.
- 124 KI4 : Which sentence (to write for the group worksheet)?
- 125 KI1 : Oh, between you, you and you ((proposing to take all sentences)) Yaaaaaaa
- 126 KI3 : But inference ... we have the same (idea but different sentences)
- 127 KI2 : All (have) different sentence
- 128 KI4 : Or we make it two (or we take two sentences only)
- 129 KI1 : OK. Read it again. Read it again.
- 130 KI2 : Er ... mine. 'We shouldn't kill each other if we want to be succeed'.
- 131 KI3 : 'To succeed women must helping each other'.

- 132 KI4 : 'When we worked together, we should help each other'.
 133 KI1 : Wait, wait, I have to make some ... correction (to the previous sentence). ((female students' laughter)) Women must **help** each other not **helping** each other. Mind your structure.
 134 KI3 : Ya ya ya, sorry.
 135 KI1 : Women must help each other and have generosity. Yak /Yes/ good.
 136 KI2 : So ... (which one to keep?)
 137 KI1 : We just use ... hers.
 138 KI4 : Oh but we can combine with KI2 (KI2's sentence). Er ... this one 'To succeed women must help each other and ...'
 139 KI1 : 'Not kill each other and (but there should be) generosity'
 140 KI4 : ((laughter)) It has the same meaning.
 141 all : Ya, the same meaning.
 142 KI1 : Er ... What what she means by 'killing' is not literally killing like killing the heart or ...
 143 LL : ((laughter))
 144 KI2 : Now, what's yours, KI3?
 145 KI3 : To succeed ... women must help each other ... and have generosity ...
 146 KI2 : And what?
 147 KI5 : And have generosity.
 148 KI3 : You can infer from it ... from line 2 up to 3.
 149 KI4 : So we just have one inference?
 150 KI2 : No. KI5's inference.
 151 KI4 : Ooh, KI5 (KI5's inference should also be considered)
 152 KI5 : My inference in line ... 4 to 7.
 153 KI4 : Sorry, line 4
 154 KI5 : to 7.
 155 KI4 : Could you read it?
 156 KI1 : Almost thirty minutes.
 157 KI5 : --Ya. Renee and Julie were were best friend and they were work in the same place.
 158 KI4 : This is my factual information.
 159 KI2 : Er I think that that's the factual information.
 160 KI3 : Because it's stated here
 161 KI2 : --It's stated here that they became friends while working in Manhattan. So only one inference. ((long silence))
 162 KI4 : And one fact.
 163 KI3 : We have er ... different facts, right?
 164 LL : Ya. ((long silence))
 165 KI1 : What do you have as another inference? Ya. Another inference.
 166 KI2 : Inferences? We just finished (with inference discussion) ...
 167 KI1 : --Another inference. Ooh. Fact. Oh fact (sorry, I mean another fact). Where is the fact? ((intended to be: Which fact to keep?))
 168 KI4 : Mine is 'Lawyer Renee Berliner Rush and Julie Anne became best friends while working for a Manhattan executive-search firm'. And then ... the second ... 'Mary McCarthy became a senior vice president at MGM/UA Communications'
 169 KI1 : 'Lawyer Renee Berliner Rush and Julie Anne became best friends while working (for a Manhattan executive-search firm)' ((long silence; writing))
 170 KI5 : How about your inferences, KI3? Er ... (no, not inference but) factual information.
 171 KI3 : 'Women have to understand ... that being competitive with someone doesn't mean you don't like them'
 172 KI4 : Another (fact)? Er ... what? /pardon?/
 173 KI3 : What? /pardon?/ Er ... in line 15 to 16. Eh, sorry, sorry, 14 to 15

- 174 KI4 : 14 to 15? 14 (to 15?) xxx So maybe we can start with rehearse ...
- 175 KI2 : Er let's start with the ... comprehension question, I think.
- 176 KI5 : --comprehension question.
- 177 KI4 : Oh ya. OK. I have one. Er ... 'What we should do when we begin working together?' And then the answer is on on our main idea.
- 178 KI2 : 'What should we do if' ... 'What what what we should do when what ((in the process of writing "What women should do when they are working together"))
- 179 KI4 : 'When (they are working together)
- 180 KI3 : 'What should we do?' ((repeating the first part of the sentence))
- 181 KI2 : Ha? /pardon?/
- 182 KI3 : 'What women should do'
- 183 KI4 : 'when they begin to work working together'.
- 184 KI1 : This is the comprehension question, yes? (isn't it)
- 185 KI3 : Ya.
- 186 KI2 : What women should do ((writing))
- 187 KI5 : What women should do ((writing))
- 188 KI1 : What women should do ((writing))
- 189 KI4 : 'when they begin working together' or 'when they working together'.
((unresolved; the members did not pay attention or ignore?)) ((long silence))
- 190 KI1 : And the answer is from line 2 to 6. Ya.
- 191 KI4 : Iya. This one 'we should help each other'
- 192 KI5 : From line 7, right? The answer? ((intended to be: The answer is obtained in line 7, right?))
- 193 KI1 : You have another fact actually, I only I only write hers. What is your fact?
- 194 KI3 : From line 14 to 15.
- 195 KI5 : OK, the second comprehension question. Any other ideas?
- 196 KI3 : Er ... 'Who is Mary McCarthy?'
Xx ((laughter)) ((each writes the second question in the worksheet))
- 197 KI4 : OK. ... KI2, maybe you have another?
- 198 KI2 : Hmm, wait ... ((long silence))
- 199 KI1 : After this we have a quiz again.
- 200 KI2 : Er?
- 201 KI1 : We have a quiz again.
- 202 KI4 : This is the last.
- 203 KI1 : Today is the last quiz. ((long silence; writing))
- 204 KI3 : I need factual information, friends.
- 205 KI4 : Factual information?
- 206 KI3 : I need to write our factual information.
- 207 KI4 : OK mine mine is
- 208 KI2 : --Er ... I don't get yours. I haven't write yours.
- 209 KI4 : My factual?
- 210 KI2 : Ya.
- 211 KI4 : 'Renee and Julie ... they became best friends while working for a Manhattan executive-search firm. From line 1, 2, 3, 4. 4
- 212 KI1 : --35 minutes
- 213 KI4 : 'Renee and Julie they became best friends while working for a Manhattan executive-search firm'
- 214 KI2 : 'became best friends ...
- 215 KI4 : 'while working for a Manhattan executive-search firm'.
- 216 KI1 : And what are your facts, KI2?
- 217 KI2 : 'Mary McCarthy is forty two years old, and he is a senior vice president at MGM/UA Communications in Beverly Hills'. ((long silence; writing)) OK. So we just have ... 2 questions?

- 218 KI5 : (No) I have one question (more).
 219 KI4 : Do you have another (question), captain?
 220 KI5 : 'Who became best friend when they work ... in the same firm?'
 221 KI2 : Sorry?
 222 KI5 : 'Who became best friend when they work in the same ... firm?'
 223 KI4 : OK. 'Who were became best friend ((writing))
 224 KI5 : 'when they work ((writing))
 225 KI1 : 'Who **became** best friend?', I think
 226 KI4 : 'Who became' 'Who became best friend'
 227 KI1 : 'Who became best friends'.
 228 KI3 : 'Who **became**?
 229 KI4 : Ya, 'Who **became** best friend'
 230 KI1 : 'Who became best friends at ... ((writing))
 231 KI5 : 'when they work in the same firm' ((writing))
 232 KI1 : --Oh. 'when they work in the same ((writing))
 233 KI4 : firm. ((completing the sentence written))
 234 KI1 : 'the same?
 235 KI5 : 'firm'.
 236 KI1 : 'form'
 237 KI2 : 'firm'
 238 KI1 : 'firm'
 239 LL : firm. f-i-r-m ((long silence; writing))
 240 KI5 : We start with rehearsal, right?
 241 KI2 : KI3, would you repeat (report) it?
 242 KI3 : OK, today we have already discussed about women when women vie with women. Er what is our main idea is 'women behavior when competing competing with other women at work'. And er ... our inference, 'To succeed, women should help each other and have generosity'. And related to factual the information, 'Women have to understand that being competitive with someone doesn't mean you don't like them'. And second ... 'Mary McCarthy is forty two years old, a senior vice president at MGM/UA Communications in Beverly Hills'. And third, 'Renee and Julie became best friends while they are working for a Manhattan executive-search firm ... search firm'. And then er ... (for) the evidence, we can have from line 14 to 15 and then line ... 4 to 5 and xx. And our comprehension questions, 'What women should do while they are working together?' 'Who is Mary Mc Carthy?', and 'Who became best friends
 243 KI1 : --40 minutes
 244 KI3 : --when they work in the same ... firm'
 245 KI5 : OK, KI4, start your rehearsal.
 246 KI4 : Well, the main idea of the text (is) 'Human behavior competing with other human at work' and then ... er ... The inferences: 'To succeed women must help each other' (implied from) line 2 until 6. And related to the factual information: 'Renee and Julie they became best friends while working for a Manhattan executive-search film'. And then the second: 'Woman have to understand that being competitive with someone doesn't mean that you don't like them'. And then third: 'Mary McCarthy is a senior vice president at MGM/UA Communications in Beverly Hills'. And then fourth (it's) the question (now). First: 'What women should do when they began working together?', and then the second: 'Who is Mary McCarthy?', and then the third: 'Who became best friend when they working in the same firm?' ya, that's all.
 ((KI1 does not get his rehearsal turn. The students are asked to move to the home team))

Appendix 13: An Instance of Forming a Cohesive and Heterogeneous Group

How are **Oo**, **Rr**, **KI1** (Key Informant 1), and **Ii** assigned as one group in Group Formation 2? (see Appendix 9; Home Team 4)

Initially, the list of the students' IC scores (hence forth, ability list) was referred. Two out of 3 male students were found to belong to high-achievers. One of them was **KI1**. On his preference paper, the names of **Ii**, **OS1** (other student 1) and **OS2** (other student 2) were written. The ability list was checked and it was found that all the three students **KI1** mentioned belonged to high achievers. As **KI1** and **OS1** were both male students, they were not grouped together. The decision to choose between **Ii** and **OS2** was done by referring to the ability list again to find one of the low achievers. In the ability list **Oo** was one of the low-achievers. **Oo**'s preference paper was consulted and it was found that the names of **Ii**, **OS3** and **OS4** were written. Therefore **Ii** – not **OS1** – was chosen to be in one group with **KI1**. **Ii** was also chosen as it was also expected that **Oo** could be assigned in one group with **Ii**, one fellow student for whom **Oo** expressed preference. **KI1** was then assigned to be in a group with at least one fellow student, namely **Ii** for whom he expressed preference. The paper of **Ii** was further checked. She mentioned **OS5**, **OS6** and **Rr**. The ability list was consulted again. It was found that **OS5** was high-achiever, and both **OS6** and **Rr** were middle-achievers. As one middle-achiever would be assigned to this particular group, **OS5** was not chosen leaving either **OS6** or **Rr** to be assigned to the group. The preference paper of **Rr** was further checked to see what names were written. **Rr** wrote **Ii**, **OS5** both of whom – indicated in the ability list – belonged to high-achievers, and **OS7** belonging to a middle-achiever. Since **Rr** wrote **Ii** as one of the fellow students for whom she expressed preference and **Ii** also wrote **Rr** as one of the fellow students for whom she expressed preference, both **Ii** and **Rr** could convincingly be grouped together. The heterogeneous group with respect to ability was then formed: 2 high-achievers (**KI1** and **Ii**), 1 middle-achiever (**Rr**) and 1 low-achiever (**Oo**) and at the same time it resulted in a group composition characterized by “at-least-one-student-in-the-group-is-a-liked-one”: **KI1** had **Ii**; **Oo** had **Ii**; **Ii** had **Rr** and **Rr** had **Ii**.

Appendix 14: Data and Research Instruments of Pilot Studies1. The research instrument of Pilot Study 1 (the pre-post test)

Questions 1- 9 are based on the following text:

Kevin gets up at five o'clock in the morning. He brushes his teeth at five ten. He takes a bath at five fifteen. He has breakfast at half past five every morning.

Kevin goes to school at six five in the morning. He arrives at school at six forty every morning. The school begins at seven o'clock in the morning. And the school finishes at one fifteen in the afternoon. Kevin arrives at home at two o'clock in the afternoon. He has lunch at ten past two in the afternoon.

At home, Kevin takes a nap at three o'clock. He watches television at five in the afternoon. He has dinner at seven in the evening. He studies at seven thirty. He goes to bed at nine thirty.

1. What does Kevin do at five minutes past five?
A. He sleeps. B. He makes his bed. C. He brushes his teeth. D. He has breakfast.
2. What time does Kevin start studying at school?
A. 06.05 a.m. B. 06.40 a.m. C. 06.45 a.m. D. 07.00 a.m.
3. What time does Kevin arrive home?
A. 02.00 a.m. B. 01.15 a.m. C. 02.00 p.m. D. 01.15 p.m.
4. Paragraph 1 is about Kevin's activities
A. in the morning B. at school C. at home D. in the afternoon
5. What is the best title for the text?
A. Kevin's family B. Kevin's school C. Kevin's activities D. Kevin's hobbies
6. When does Kevin have lunch?
A. 02.10 p.m. B. 01.15 p.m. C. 03.00 p.m. D. 02.00 p.m.
7. The last paragraph tells about Kevin's activities
A. in the morning B. in the afternoon C. at school D. at home
8. What does Kevin do at five in the evening?
A. He watches television. B. He has dinner. C. He goes to bed. D. He takes a nap.
9. When does Kevin go to sleep?
A. 07.30 p.m. B. 09.00 p.m. C. 08.00 p.m. D. 09.30 p.m.

Questions 10-18 are based on the following text:

Hi, I am Tony. I am a student. I am on the fifth grade of elementary. I always wake up at five to five in the morning then I take a bath. I always wear uniform and shoes by myself.

I have breakfast at 06.15 a.m. with mother, father and my sister, Ann. There are bread, cookies, milk and orange juice for breakfast. I usually eat cookies and drink milk for breakfast.

Ann and I walk to school at 06.30 a.m. It takes only fifteen minutes. I do not like to come late. I always come fifteen minutes before the bell rings.

10. The reading text tells about
A. mother's activities B. father's activities C. Ann's activities D. Tony's activities

11. What time does Tony eat in the morning?
A. half past six B. half past five C. a quarter past six D. a quarter to six
12. Who is Ann?
A. Tony's sister B. Tony's father C. Tony's mother D. Tony's brother
13. Paragraph 2 tells about Tony's...
A. drink B. breakfast C. fruit D. snack
14. Who helps Tony to wear the uniform and shoes?
A. mother B. father C. Tony himself D. Ann
15. At 06.17, Tony ...
A. takes a bath B. has breakfast C. wears shoes D. wears uniform
16. The last paragraph tells about ...
A. going to school B. preparing to school C. having breakfast D. arriving at school
17. What time does the school begin?
A. 06.15 a.m. B. 05.00 a.m. C. 06.30 a.m. D. 07.00 a.m.
18. What does Tony have for breakfast?
A. milk & cookies B. orange juice & cookies C. bread & milk D. bread & orange juice

Questions 19-26 are based on the following text:

My name is Rendi. I live only with my grandmother now. I get up at 05.00 a.m. I go to the bathroom at 05.15 a.m. After I wear my school uniform, I have breakfast. When I go to school at 06.15, my grandmother is still in the bed, sleeping. I ride my bike to school.

I arrive at school at 06.30 a.m. The class starts at 06.45 a.m. I listen to the teacher and do the exercise seriously. I learn many subjects. My favorite subject is English. I learn to read and write in English. I always get good mark in this subject.

I often go to the library. I study there with my new friends, Yoyok and Alvin. We do the homework together. The homework is not easy. We help each other in doing it.

Yoyok and Alvin are my good friends. They make me happy. After school, they often come to my house. We watch television together. We sometimes play football in the field near my house. We also do the homework together. After finishing the homework, we sometimes listen to the music.

19. Paragraph 1 tells about Rendi's
A. activities before school B. activities after school C. study time D. best friends
20. With whom does Rendi stay?
A. his grandmother B. his mother C. his friends D. Yoyok and Alvin
21. Rendi's score in English is ... A. easy B. serious C. bad D. good
22. Rendi is a student.
A. diligent B. stupid C. lazy D. naughty
23. What does his grandmother do at 06.00 a.m.?
A. She has breakfast. B. She still sleeps. C. She takes a bath. D. She prepares the breakfast.
24. Paragraph 4 tells about Rendi's A. friends B. activities C. family D. school

25. The best title for the text is Rendi's
 A. family B. best friends C. daily activities D. favorite lesson
26. What do they do after finishing their homework?
 A. watch television B. listen to the music C. play football D. go to the mall

2. The research instrument of Pilot Study 1 (the questionnaire)

Nama : _____ Tanggal: _____
 Kelas/ no. : _____ / _____

- Pilih **1** bila adik-adik **sangat tidak setuju** dengan kalimat tersebut
2 bila adik-adik **tidak setuju** dengan kalimat tersebut
3 bila adik-adik **setuju** dengan kalimat tersebut
4 bila adik-adik **sangat setuju** dengan kalimat tersebut

| EXPERT TEAM (KELOMPOK AHLI) | |
|--|---------|
| 1) Saya juga ikut memberikan ide-ide saat berdiskusi. | 1 2 3 4 |
| 2) Saya mendengarkan dengan penuh perhatian kepada teman yang menyampaikan idenya. | 1 2 3 4 |
| 3) Saya membantu teman sekelompok saya untuk memahami bacaan. | 1 2 3 4 |
| 4) Teman-teman saya ikut serta menyampaikan ide-ide saat berdiskusi. | 1 2 3 4 |
| 5) Teman-teman saya mendengarkan saya dengan penuh perhatian saat saya menyampaikan ide. | 1 2 3 4 |
| 6) Teman-teman saya juga membantu saya dalam memahami bacaan. | 1 2 3 4 |

| HOME TEAM (KELOMPOK UMUM) | |
|--|---------|
| 7) Saya memberikan penjelasan yang mudah dimengerti. | 1 2 3 4 |
| 8) Teman-teman saya memberikan penjelasan yang mudah dimengerti. | 1 2 3 4 |
| KESIMPULAN | |
| 9) Saya senang dengan kegiatan belajar tadi. | 1 2 3 4 |
| 10) Saya ingin belajar dengan cara belajar seperti ini. | 1 2 3 4 |

(Translation of the questionnaire)

Name : _____ Date: _____
 Class/ no. : _____ / _____

- Choose **1** if you **disagree very much** with the idea in the sentence
2 if you **disagree** with the idea in the sentence
3 if you **agree** with the idea in the sentence
4 if you **agree very much** with the idea in the sentence

| EXPERT TEAM | |
|---|---------|
| 1) I share ideas during the discussion. | 1 2 3 4 |
| 2) I listen attentively to my group mates who also share ideas. | 1 2 3 4 |
| 3) I help my group mates understand the text during the discussion. | 1 2 3 4 |
| 4) My group mates share ideas during the discussion. | 1 2 3 4 |
| 5) My group mates listen to me attentively. | 1 2 3 4 |
| 6) My group mates help me understand the text. | 1 2 3 4 |

| | |
|--|---------|
| HOME TEAM | |
| 7) I give understandable explanation. | 1 2 3 4 |
| 8) My group mates give understandable explanation. | 1 2 3 4 |
| CONCLUSION | |
| 9) I like this technique of learning. | 1 2 3 4 |
| 10) I want to learn with this technique. | 1 2 3 4 |

3. The transcripts for Research Question 3 (Pilot Study 1)

Setting: A group of 4 students was carrying out their task, namely to understand a paragraph of a text entitled **Didi's Morning Activities**. It consisted of 4 paragraphs and some comprehension questions. The chosen expert team was assigned to discuss the last paragraph. The recordings took place on 12 October 2006 and 6 October 2006 at 'X' and 'Y' Elementary Schools respectively.

The materials discussed:

The break time is at 9.15. Students run out from their classes so does Didi. Didi plays football with his 5 friends. He does not go to the canteen. He likes to save his money. He studies again at 9.30.

- What does paragraph 4 tell us? Didi's ... a) playing at school b) going to school
- What does Didi do in the break time?
- Does Didi buy some food at school? Support your answer!
- How long is the break time?

Transcription Features: (Transcription convention is adapted from van Lier, 1988)

Segments underlined indicate the sentences appearing in the text or the ones written in the student's worksheet. Segments highlighted in bold indicate audibly enhanced stress; indented segments (started with ---) signify overlapping speech. Segments between < > indicate the brief inserted speech made by the students repeating/revealing the main part of the answer; segments between // indicate the translation of the previous part. Segments between [] indicate the writer's additional note.

Transcript 1

(Note: T = Teacher; Dd = a 9-year-old male student who was talkative and clever and tending to dominate conversation; Jn = a 9-year-old female student who was an active student; Wd = a 9-year-old female student who was smart, and diligent; Kn = a 10-year-old male student who was an 'average' student; Ss = students)

| | | |
|----|------|--|
| 1 | T: | You know what to do, right?! Now try to help one another. Saling bantu ya [try |
| 2 | | to help one another] so that you can share later. OK you can start now. Semua |
| 3 | | nanti harus memahami nomor ini, paragraph ini, harus ngerti no. 4 ini. /All of |
| 4 | | you should understand this paragraph, understand number 4/ |
| 5 | Dd: | Ayo kamu dulu /Come on, you start first/ |
| 6 | Jn : | [reading the question and answering it] <u>What does paragraph 4 tell us? Didi's</u> |
| 7 | | going to school. |
| 8 | | [Silence] |
| 9 | Wd: | [correcting the answer] <u>Didi's playing at school. Didi's playing at school</u> |
| 10 | | [Silence] |
| 11 | Dd: | <u>Didi's playing at school</u> |
| 12 | Jn: | ---[reading the question and answering it] What does Didi do in the break time? |
| 13 | | <u>Didi plays football with his 5 friends. He does not go to the canteen.</u> |

| | | |
|----|-------|--|
| 14 | Dd: | [repeating] <u>He plays football with his 5 friends but he .. but he doesn't go to the</u> |
| 15 | | <u>canteen.</u> |
| 16 | Kn : | [repeating] <u>He plays football</u> |
| 17 | Dd: | [reading the question and answering it] <u>Does Didi buy some food at school?</u> No, |
| 18 | | he doesn't. |
| 19 | | [Silence] |
| 20 | Ss: | <u>No, he is.. No, he doesn't. No, he doesn't.</u> |
| 21 | Kn: | [reading the question and answering it] Number 4. How long is the break time? |
| 22 | Ss: | <u>15 minutes. 15 minutes.</u> |
| 23 | Jn: | [trying to go back to question 3 as another question was left unanswered] |
| 24 | | Number 3, number 3. Number 3 <u>He is .. No he doesn't because he likes to save</u> |
| 25 | Dd+Kn | <u>his money</u> |
| 26 | Dd: | Number 3 No, he doesn't <ya> <ya> <u>because he likes to save his money</u> |
| 26 | T: | Iya [Yes], <u>because he likes to save his money</u> |
| 28 | Ss: | You know 'save'? |
| 29 | T: | [students are translating] 'menabung' |
| 30 | T: | Yes. |
| 31 | Kn: | Uwes ya? /Finished?/ |
| 32 | Jn: | Yes, finished. Who wants to read the text? |
| 33 | Kn: | Mau dibaca ta? /Shall we read it?/ |
| 34 | Wd: | Ha? /Pardon?/ |
| 35 | Dd: | Perlu dibaca ta? /Do we have to read it?/ |
| 36 | T: | Finished? Finished? You still have time. Go on talking about the paragraph. |
| 37 | | Discuss it. Make sure you understand it. |
| 39 | Wd: | Supaya bias njelasin nanti. Ayo baca ta? /So that we can explain later. Shall we |
| 40 | | read it?/ |
| 41 | Ss: | [reading the paragraph together] The break time is at 9.15. Students run out from |
| 42 | | their classes so does Didi. Didi plays football with his 5 friends. He does not go |
| 43 | | to the canteen. He likes to save his money. He studies again at .. at 30 |
| 44 | Dd: | Half past thirty |
| 45 | Ss: | [correcting] Half past nine, half past nine. |
| 46 | Dd: | Nggak jelasno ta. ngerti ta? Ngerti ta? Ngerti kamu? /What about translating it? |
| 47 | | Do you understand? Do you understand?/ |
| 48 | Dd: | Not yet. |
| 49 | Dd: | The break time is at 9.15. Students run out from their classes so does Didi. Didi |
| 50 | | plays football with his 5 friends. He does not go to the canteen. He likes to save |
| 51 | | his money. He studies again at half past two. |
| 52 | Wd: | <u>half past nine</u> |
| 53 | Dd: | Ya. aku bilang <u>half past nine</u> |
| 54 | T: | You know the meaning of all words? |
| 55 | Ss: | Yes. |
| 56 | Kn: | Diartino ta /Shall we translate it?/ |
| 57 | Dd: | Pada waktu ... /when.../ |
| 58 | Wd: | Sik, sik, ada 4 paragraf. Ya, satu satu. Satu kalimat, satu kalimat. /Wait. Wait. |
| 59 | | There are 4 paragraphs. Yes, one by one. One sentence, one sentence/ |
| 60 | Dd: | Ya, 4 kalimat. /yes, 4 sentence/ |
| 61 | Jn: | 1, 2, 3, 4. Siapa dulu? ada berapa kalimat? /Who's first? How many sentence? |
| 62 | Dd: | 5 kalimat /5 sentence/ |
| 63 | Jn: | Oh ya. /yes/ |
| 64 | Kn: | [reading and translating] <u>The break time is at 9.15. Istirahatnya jam 19 lebih 15.</u> |
| 65 | Dd: | <u>Students run out from their classes so does Didi.</u> Murid-murid keluar kelas ... |
| 66 | | [silence] |
| 67 | | Murid-murid keluar kelas, juga Didi. |

| | | |
|----|-----|--|
| 65 | Dd: | <u>Didi plays football with his 5 friends.</u> Didi bermain sepakbola bersama dengan 5 temannya. |
| 66 | Jn: | <u>He does not go to the canteen.</u> Dia tidak pergi ke kantin. |
| 67 | Kn: | <u>He likes to save his money.</u> Dia menyimpan uangnya. Dia menyimpan uangnya. |
| 68 | Wd: | [translating] Dia suka ... Dia suka menyimpan uangnya. |
| 69 | | Kurang satu .. ayo sama-sama. /Still one more sentence. Let's translate it |
| 70 | | together/ |
| 71 | Ss: | He studies again at 9.30. Dia belajar lagi ... jam setengah sepuluh. /half past nine/ |
| 72 | Dd: | Atau ... atau.. jam 9 lebih 30 menit. /Or 30 minutes after 9/ |
| 73 | T: | You still have time. Make sure everyone knows the answer. |
| 74 | Wd: | Ayo the question /Come on, lets go on with the question/ |
| 75 | Ss: | [reading the question one by one and the answers] |
| 76 | | <u>What does paragraph 4 tell us?</u> Didi's ...going to school |
| 77 | | <u>What does Didi do in the break time?</u> He plays football with his 5 friends |
| 78 | | <u>Does Didi buy some food at school?</u> No, he doesn't. He does not go to the |
| 79 | | canteen.because he likes to save his money. <u>How long is the break time?</u> 15 minutes. |
| 80 | T: | How do you know it's 15 minutes? |
| 81 | Ss: | Because ... because they play until half past nine. |

Transcript 2

(Note: T = Teacher; Ke = a 9-year-old student who was quite smart, and humorous; Ko = a 9 year-old student who was diligent, smart - the best among his friends; Se = a 10-year-old student who was active and cooperative but a bit impatient; Yu = a 10-year-old student who was quite creative, cooperative but a bit quiet; Ss = students)

| | | |
|----|--------|--|
| 1 | Ko: | Aku yang baca ya. /Let me read, OK?/ |
| 2 | | [translating the first sentence of the paragraph] Waktu waktu istirahat adalah jam |
| 3 | | sembilan lima belas. |
| 4 | Se: | Sek ta ngene ae lho, lapo dibaca? /Wait! Why should we read or translate it?/ |
| 5 | Se+Yu: | Nomer empat /Number 4/ Paragraf empat /Paragraph 4/ |
| 6 | Ke: | --Yo wis. Eh istirahat jam piro? /OK. What time is the break?/ |
| 7 | Ko: | Eh ini lho, ta baca' no yo /This one, let me read it/ |
| 8 | Yu: | [translating 'The break time is at 9.15] Istirahat jam sembilan lebih lima |
| 9 | | belas |
| 10 | Yu: | [translating the next sentence] Murid-murid lari keluar dari kelas |
| 11 | Ke: | Jadi Didi..... /So Didi/ |
| 12 | Se+Ke: | [translating 'so does Didi'] Begitu juga Didi |
| 13 | Ss: | [translating 'Didi plays football with his friends'] Didi bermain bola dengan lima |
| 14 | | temannya. Dengan lima temannya. |
| 15 | | [translating 'He does not go to the canteen'] Dia berlari ke kantin. |
| 16 | Ko: | [trying to correct] <u>He does not. He does not....</u> |
| 17 | Ke+Ko: | [realizing the mistake then correcting] Dia tidak berlari ke kantin |
| 18 | Ke: | [translating, but an incorrect translation] Tetapi dia hemat |
| 19 | Ko: | [translating, but still incorrect] Dia nabung |
| 20 | Ke: | [translating, still incorrect] Dia menghemat uangnya |
| 21 | Ko: | [correctng] Dia suka menabung uangnya /He likes to save his money/ |
| 22 | Ke: | O ga kayak kita /Great, not like us/ |
| 23 | Se: | Iyo /That's true/ |
| 24 | Ko: | [repeating the translation] Ia... ia suka menabung uangnya |
| 25 | Ke: | Iya, tau wes'an. /Yes, we know already/ |
| 26 | | What does paragraf empat tell us? /What does paragraph 4 tell us? |

| | | |
|----|-------|---|
| 26 | Yu+Se | Didi's playing at school |
| 28 | Yu: | Playing |
| 29 | Ke: | Play |
| 30 | Yu: | Playing |
| 31 | Ke: | Play |
| 32 | Ko: | Playing at school |
| 33 | Se: | Iki lho onok -ing'e, ngerti to? /This one... it shows -ing form/ |
| 34 | Ke: | Playing at school |
| 35 | Se: | Lha iya playing at school /Yes, playing at school / |
| 36 | Ke: | Ya wes dijawab dulu. / OK, now let's go on/ <u>What does Didi do.....</u> |
| 37 | Ko: | Play football with..... |
| 39 | Yu: | Iki lho plays football /Look! It's plays football / |
| 40 | Ko: | <u>Does Didi buy some food at school?</u> |
| 41 | Ke: | Iki lho, eh eh eh seng lengkap /Here's the answer. Answer completely/ |
| 42 | Ss: | Didi plays football with his five friends |
| 43 | Ko: | <u>Does he buy some food at school?</u> |
| 44 | Ko: | No, doesn't. No, doesn't |
| 45 | Yu: | Oi nomer satu dijawab disek /Let's answer the first part of the question/ |
| 46 | Ko: | No, he doesn't. |
| 47 | Ke: | Lho, uwes. /Well, we finished with this question, right?/ |
| 48 | Yu: | Apa? /Pardon?/ |
| 49 | Ss: | Didi's playing at school |
| 50 | Yu: | Terus nomer dua /Let's continue number 2/ |
| 51 | Ko: | Mari gitu..... /Then.../ Does Didi buy some food at school? No, no. Support |
| 52 | | your answer |
| 53 | Ke: | No, he does not. Ngono lho. /This is the answer/ |
| 54 | Yu: | Ooo..... |
| 55 | Ko: | Emm 'support your answer' itu mengapa lho, itu kan? /Emm, 'support your |
| 56 | | answer' means that we are asked about 'why', right?/ |
| 57 | Ke: | [translating] Menyemangati. Semangati, semangati jawabanmu |
| 58 | Ko: | Because..... |
| 59 | Yu: | Eh, maksud'e 'support' itu 'semangati jawabanmu'? /Does it mean 'encouraging |
| 60 | | your answer'? |
| 61 | Ko: | Apa gini lho, buktikan buktikan jawabanmu. Jadi buktikan apa? |
| 62 | | /Maybe it means 'prove your answer'. So prove!/ |
| 63 | | Because he likes..... He likes to save his money. Money money |
| 64 | Ke: | Money money |
| 65 | Se: | Hei, seng nomer dua apa? /Hi, what's the answer of number 2? |
| 66 | Ko: | <u>How long is the break time?</u> |
| 67 | Se+Yu | Hei, nomer dua /Hi, number 2/ |
| 68 | Ke: | Didi plays football with his five friends |
| 69 | Yu: | Jawabane nomer dua apa? /What's the answer of number 2? |
| 70 | Ke: | Ya itu /That's the answer/ |
| 71 | Yu: | Itu nomer satu /That's number 1/ |
| 72 | Ke: | Nggak, itu nomer dua /No, that's number 2/ |
| 73 | Yu+Se | Lho nomer dua apa? /What's [the answer of] number 2? |
| 74 | Ko: | Nomer satu itu ini. Nomer dua ini /This one is number one, this one is number 2/, |
| 75 | | <u>What does.....</u> |
| 76 | Se: | Apa yang... apa yang.... apa yang dia lakukan? /What does he do?/ |
| 77 | Ke: | Ini lho /This one/ |
| 78 | Ss: | Didi playing football with his five friends |
| 79 | Yu: | Nomer tiga /Number 3/ |
| 80 | Ss: | No, no, he does not. Because he likes to save money |

| | | |
|-----|-------|---|
| 81 | Ko: | Money money |
| 82 | Yu: | <u>How long is the break time?</u> |
| 83 | Ko: | Nah sekarang kita itung ae /Let's just count/ |
| 84 | Ke: | Fifteen... Fifteen... Fifteen minutes |
| 85 | Ko: | Ini lho /This one./ |
| 86 | Yu+Se | Fifteen... Fifteen... Fifteen... Fifteen..... |
| 87 | Ke | Mungkin ini..... /Maybe this one/ How long.. |
| 88 | Yu+Se | Fifteen Minutes |
| 89 | Yu: | Fifteen (The students diverted from the expected task. They were talking about things irrelevant to the text. The following was the continuation when they went back to the discussion) |
| 90 | Se: | Nomer dua itu, de'e playing ball /Answer for number 2 is 'he is playing football' |
| 91 | Yu: | [suggesting to start the discussion from the beginning as the confusion was |
| 92 | | greater and greater] He, didiskusino kabeh ae lah, kesuen /Come on, let's discuss all/ |
| 93 | Se: | Nomer tiga itu apa hoi....? /What's number 3, helloo/ |
| 94 | Yu: | Nomer tiga itu 'Because he likes....' /Number 3's answer is 'Because he likes...' / |
| 95 | | Because he likes saving money. |
| 96 | Ko: | Kalo..... /What about .../ |
| 97 | Se: | --- Money.... |
| 98 | Ko: | Kalo empat. /What about number 4?/ <u>How long is the break time?</u> |
| 99 | Yu+Se | Fifteen minutes |
| 100 | Ko: | Tadi kamu wes ngomong ae lho /You knew the answer, didn't you? |
| 101 | Ke: | Fifteen minutes, iya ga? / Fifteen minutes, right? |
| 102 | Yu: | Fifteen minutes (The students diverted from the expected task again. They were talking about other things irrelevant to the text discussion. The following was the continuation when they went back to the discussion) |
| 103 | Yu: | Nomer satu. /Number 1/ Playing at school |
| 104 | Yu+Se | Nomer dua. /Number 2/ <u>Didi plays football with his five friends.</u> |
| 105 | | Nomer tiga. /Number 3/ No, because Didi likes saving..... |
| 106 | Ke: | No, no, he doesn't. No, he doesn't |
| 107 | Ko: | No, he does not. |
| 108 | Ke: | Stop. doesn't ngono lho /Stop. doesn't. Keep this answer/ |
| 109 | Ko: | Does not |
| 110 | Ke: | Doesn't ae lho /Let's use doesn't/ |
| 111 | Ko: | Gampang gampang /Take it easy/ |
| 112 | Yu: | Ga onok bedane, ga onok bedane /There is no difference/ |
| 113 | Se: | Nomer empat, /number 4/ fifteen.... fifteen minutes |
| 114 | Yu: | Fifteen. |
| 115 | Se: | Minutes. |
| 116 | Ke: | Ayo masuk, ayo masuk /Come on, let's enter [the classroom]/ |

Note: From the transcript, it is revealed that the discussion did not run smoothly because there was confusion. Two students missed the others' discussion. At the beginning and also in the middle of the expert team discussion, a student referred to the paragraph, the others to the questions to answer.

| | | | | |
|--|---|---|---|---|
| 1. The role I get enables me to discuss well. | 1 | 2 | 3 | 4 |
| 2. I cannot discuss well because my friend does not play their role as expected. | 1 | 2 | 3 | 4 |
| 3. I like role assigning for each student in group discussion. | 1 | 2 | 3 | 4 |
| 4. My friends monopolize the discussion. | 1 | 2 | 3 | 4 |
| 5. Group discussion becomes better because of the role assigned to each student. | 1 | 2 | 3 | 4 |

5. The research instrument of Pilot Study 2 (the observation checklist)

Observer's Name: _____ School: _____

Date of observation: _____

Choose

- 1 if you AGREE VERY MUCH with the statement
 2 if you AGREE with the statement
 3 if you DON'T AGREE with the statement
 4 if you DON'T AGREE VERY MUCH with the statement

| | | | | |
|---|---|---|---|---|
| 1. The students discuss the material well in their expert team | 1 | 2 | 3 | 4 |
| 2. The role assigned to each student is helpful to make the discussion go on smoothly | 1 | 2 | 3 | 4 |
| 3. The students like the role assigning. | 1 | 2 | 3 | 4 |
| 4. Some students monopolize in the discussion | 1 | 2 | 3 | 4 |
| 5. Some students do not participate in the discussion | 1 | 2 | 3 | 4 |

6. The research instrument of Pilot Study 2 (the pre-post test)

LISTENING TEST
Problem Sheet

Listening 1:

- What's the best title for the text?
a. Ms. Susan b. A Trip c. A History Class d. A Teacher
- What is Ms. Susan's job?
a. A teacher b. A student c. A historian d. A traveler
- How would you name Ms. Susan?
a. A dull teacher b. A bad teacher c. A good teacher d. An interesting traveler
- Ms. Susan plans to take a trip to Europe this summer, so
a. You will not find her in Europe this summer c. She will have a trip in Seattle this summer
b. You will not find her in Seattle this summer d. She will not visit Europe this summer
- Why do we call Ms. Susan a busy person?
a. She prepares her lesson every night c. She gives good answers
b. She tells interesting stories d. She teaches history.

6. What does Ms. Susan do to make her class interesting?
- a. Reading many books
 - b. Traveling to Europe
 - c. Teaching history
 - d. Dressing in blue
7. Where's France?
- a. In America
 - b. In Europe
 - c. In Asia
 - d. In Australia
8. What does she teach?
- a. History
 - b. Literature
 - c. English
 - d. Geography
9. When is Ms. Susan going to travel in Europe?
- a. Next month
 - b. Next year
 - c. This summer
 - d. Tonight
10. What does Ms. Susan have to prepare every night?
- a. A trip to Europe
 - b. A lesson for the next day
 - c. An interesting story
 - d. A good answer
11. What does she want to learn in Europe?
- a. About Europe's history
 - b. About preparing lessons
 - c. About travel in France and other countries
 - d. About important cities

Listening 2:

1. How many years ago did Alexander Graham Bell invent the telephone?
- a. 18
 - b. 76
 - c. 131
 - d. 311
2. Alexander Graham Bell came from
- a. Scotland
 - b. Holland
 - c. Canada
 - d. England
3. What was he interested in?
- a. Human's life
 - b. Human's voice
 - c. Human's speech
 - d. Human's society
4. What kind of students did Alexander Graham Bell have?
- a. Blind
 - b. Deaf
 - c. Hyperactive
 - d. Creative
5. Telegraph is a machine that is able to
- a. Send messages over long distances
 - b. Send sounds over long distances
 - c. Send money over long distances
 - d. Send packages over long distances
6. What became the medium in Alexander Graham Bell's experiment?
- a. File
 - b. Clipper
 - c. Flier
 - d. Wire
7. How many parts does a telephone have?
- a. 2
 - b. 1
 - c. 4
 - d. 3
8. What is the function of a receiver?
- a. To send messages
 - b. To send sounds of speech
 - c. To collect incoming speech sounds
 - d. To find out telephone's signal
9. What's the name of Alexander Graham Bell's assistant?
- a. Mrs. Watson
 - b. Mr. Watson
 - c. Ms Clarkson
 - d. Mr Clarkson

10. What happened when Alexander Graham Bell was in his laboratory one day?
 - a. He was angry to his assistant
 - b. He was hurt by the wire
 - c. He broke his microphone
 - d. He spilled some acid on his clothes
11. The story discusses about
 - a. Mr Bell and his daily life
 - b. Mr. Bell and his students
 - c. Mr. Bell and his assistant
 - d. Mr Bell and his invention
12. What is the best title for the story?
 - a. Parts of telephone
 - b. How telephone was invented
 - c. Alexander Graham Bell's life
 - d. Alexander Graham Bell's job

Listening 3:

1. What can we conclude about the writer's trip?
 - a. It was not a nice trip
 - b. It was a challenging trip
 - c. It was a fun trip
 - d. It was not a bad trip
2. When is it a bad idea to hike mountain Sindiro?
 - a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. On a rainy day
3. Where did the writer come from?
 - a. Wonosobo
 - b. Central Java
 - c. Sindiro
 - d. Bojonegoro
4. How many days did they stay in Mt. Sindiro?
 - a. About a week
 - b. About 2 weeks
 - c. About 3 days
 - d. About 3 weeks
5. How many hours do we need to go to Mountain Sindiro from Surabaya?
 - a. 18
 - b. 17
 - c. 80
 - d. 8

Listening 4:

1. How old was Daniel when he wanted to become an actor?
 - a. 5 years old
 - b. 6 years old
 - c. 7 years old
 - d. 8 years old
2. When was Daniel born?
 - a. July 23, 1988
 - b. July 13, 1989
 - c. July 23, 1989
 - d. July 13, 1989
3. How old is Daniel?
 - a. 19 years old
 - b. 89 years old
 - c. 17 years old
 - d. 9 years old
4. Which one is the most appropriate title for the text?
 - a. Fan of Fulham Football Club
 - b. Young wizard
 - c. Daniel Radcliffe
 - d. Harry Potter
5. What is the nationality of Daniel Radcliffe?
 - a. British
 - b. Dutch
 - c. Spanish
 - d. Polish
6. Daniel Radcliffe does **NOT** want to be a/an
 - a. Actor
 - b. Director
 - c. Racer
 - d. Writer

7. What is **NOT** Daniel's favorite?
- a. Eating Hamburger c. Watching formula one racing
b. Watching wrestling d. Listening to punk rock
8. What's the main idea of the story?
- a. Dan's hobby b. Dan's life c. Dan's latest film d. Dan's family
9. How many brothers and sisters does Dan have?
- a. 5 brothers b. 5 sisters c. no brother and sister d. 5 brothers and sisters

----- END OF THE TEST -----

The tape script:

Listening 1. Before you listen to the text, you're given a chance to read the questions for Listening 1 on your problem sheet. Now read questions 1-11 quickly.

[silence; about 2 minutes for the students to read the questions]

Now listen to the first text. Listening Text 1:

[The text is read twice]

Ms. Susan, thirty-year-old, is a busy person. She teaches history at a school in Seattle. She likes to teach, and her students like to learn. She is usually dressed in her neat blue casual clothes, matching the light blue color of the school.

Ms. Susan tries to make her classes interesting. Every night she has to prepare a lesson for the next day. She has to read many books. She tries to remember interesting stories. She wants to tell her class about famous people and important cities. She doesn't want to talk about dull things. Her students like to ask questions and she tries to give them good answers.

Ms. Susan plans to take a trip to Europe this summer. She is going to travel to France, Germany, England, Italy, and Spain. She wants to learn many new things about Europe's history.

[adapted from *Lado English Series* (New ed.) by Robert Lado (1977)]

Now look at your test sheet for Listening 1. Choose **a**, **b**, **c**, or **d** as the answer or response to the question or statement provided.

[silence; about 3 minutes for the students to answer and/or check their answers]

Listening 2. Before you listen to the text, you're given a chance to read the questions for Listening 2 on your problem sheet. Now read questions 1-12 quickly.

[silence; about 2 minutes for the students to read the questions]

Now listen to the second text. Listening Text 2:

[The text is read twice]

In 1876, a Scotsman named Alexander Graham Bell invented the telephone. He was very interested in how humans make and hear speech, because he was a teacher of the deaf. He taught all day long and worked in the evening too. He learned how human's ears hear sound and began to experiment with sending sounds.

First he looked at the way telegraph messages were sent. He improved the method, so that many messages could be sent down on wire at a time. He invented a microphone that could send sounds of speech down a wire. Then he invented a receiver that could collect incoming speech sounds. These became the two main parts of the telephone.

One day when Mr. Bell was in his laboratory, he spilled some acid on his trousers. Over the microphone, he called out to his assistant for help, "Mr. Watson, come here! I want you!" At that time Mr. Watson was on a different floor of the building. But he heard Mr. Bell's voice clearly over the new device. He raced into Mr Bell's laboratory and told him the news. Mr Bell had invented the first telephone on March 10, 1876.

[taken from *English 3A* by Judy Ling and Anne Smith (2006)]

Now look at your test sheet for Listening 2. Choose **a, b, c,** or **d** as the answer or response to the question or statement provided.

[silence (about 3 minutes)– for the students to answer and/or check their answers]

Listening 3.

Before you listen to the text, you're given a chance to read the questions for Listening 3 on your problem sheet. Now read questions 1-5 quickly.

[silence (about 2 minutes) for the students to read the questions]

Now listen to the third text. Listening Text 3:

[The text is read twice]

There are some famous mountains in Central Java. One of them is Mountain Sindiro. It is located in Wonosobo. Some people like to hike this mountain, but some others just want to set up a tent for camping.

Last September, my classmate and I went to the mountain. We went there by bus. It took eight hours to get there from Surabaya. The rain welcomed us when we arrived at the base camp. After the rain stopped, we decided to hike the mountain. It was very dangerous for us to hike when it rained. It was slippery, so we had to be careful. After we reached the mountain peak, we could not see anything down below. Heavy fogs covered the hills. Because of it, we couldn't walk fast. We needed some flash lights to see the path better. We asked a guide some flashlights to go down. We stayed there from Monday until Saturday.

[adapted from IEC Bulletin, No. 1 January 2001. *English Book-See The World for Class 2 SMP* by Chaedori, Anwar, Lasminingsih (2004)]

Now look at your test sheet for Listening 3. Choose **a, b, c,** or **d** as the answer or response to the question or statement provided.

[silence; about 3 minutes for the students to answer and/or check their answers]

Listening 4. Before you listen to the text, you're given a chance to read the questions for Listening 4 on your problem sheet. Now read questions 1-9 quickly.

[silence; 2 minutes for the students to read the questions]

Now listen to the fourth text. Listening Text 4:

[The text is read twice]

Dan was born on July 23, 1989 in London. He is the only child in the family. He has become very famous after his role as the young wizard Harry Potter

He has wanted to be an actor since he was five years old. Now he has become a famous actor. He said, "I want to continue to act. But, I also want to be a director or writer."

Daniel goes to an all boys school. It means there are no girls there at all. He loves to play pranks on his friends. As an English boy, Daniel loves football. He is a fan of Fulham Football Club. He also likes to watch wrestling and formula one racing.

Music? He is a big fan, too. He prefers punk rock. Now, Daniel is ready for his third Harry Potter movie. Movie lovers always wait for his movie. They are ready to pay more to see his latest film.

[taken from *Bahasa Inggris SMP untuk SMP/MTs kelas VIII* by Kristono, Esti Tri Andayani, Ismukoco, and Albert F.J. Tupan (2005)]

Now look at your test sheet for Listening 4. Choose **a, b, c,** or **d** as the answer or response to the question or statement provided.

[silence; about 3 minutes for the students to answer and/or check their answers]

This is the end of the Listening Test. Collect your test sheet to the teacher.

